


**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

January 27, 2016

<b>Legislative File</b>	
File ID Number:	16-0110
Introduction Date:	01/27/2016
Enactment Number:	16-0205
Enactment Date:	01/27/2016
By:	

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Brigitte Marshall, Chief Talent Officer, Talent Division

SUBJECT: Creation/Revision of Positions – Office of Post-Secondary Readiness and Linked Learning Office for High School Improvement

1. Executive Director, School Leadership Development
2. Site Liaison, Work-Based Learning

**ACTION REQUESTED**

Approval by the Board of Education of Resolution No. 1516-0147 for the creation/revision of job descriptions: Executive Director, School Leadership Development, Office of Post-Secondary Readiness; Site Liaison, Work-Based Learning, Linked Learning Office for High School Improvement.

**BACKGROUND:**

The Talent Division recommends approval of these job descriptions as part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, create greater clarity of roles, and have a written job description that reflects the scope and responsibilities for every position in the District.

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Approval by the Board of Education of Resolution No. 1516-0147 for the creation/revision of job descriptions: Executive Director, School Leadership Development, Office of Post-Secondary Readiness; Site Liaison, Work-Based Learning, Linked Learning Office for High School Improvement.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1516-0147**

- Office of Post-Secondary Readiness and Linked Learning Office for High School Improvement -

**Revise Job Description**

- Executive Director, School Leadership Development; Site Liaison, Work-Based Learning -

**WHEREAS**, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

**WHEREAS**, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

**WHEREAS**, the job descriptions align with the District's priority of a Full Service Community School District and to enhance service our students, schools and community, and


**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves the creation/revision of the attached job descriptions:

1. Executive Director, School Leadership Development
2. Site Liaison, Work-Based Learning

Passed by the following vote:

AYES:	Jumoke Hinton Hodge, Shanthi Gonzales, Aimee Eng, Jody London, Vice President Nina Senn, President James Harris
NOES:	None
ABSTAINED:	None
ABSENT:	Roseann Torres

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held January 27, 2016.

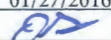
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**OAKLAND UNIFIED SCHOOL DISTRICT**

  
James Harris  
President, Board of Education

  
Antwan Wilson  
Superintendent and Secretary, Board of Education



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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Executive Director, School Leadership Development</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Office of Post-Secondary Readiness</b>	<b>CLASSIFICATION:</b>	<b>Certificated Management Confidential</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>227 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: January 2015 Revised: January 2016</b>	<b>SALARY GRADE:</b>	<b>CFAD 25</b>

**BASIC FUNCTION:** Under minimal direction, the Executive Director of School Leadership Development will lead the District's effort to train and develop school site administrators. The Executive Director is responsible for setting the vision, strategy and priorities for the professional development of current and future school leaders, and working closely with Network and Deputy Network Superintendents to implement leadership development programming within and across Networks. The Executive Director is responsible for designing, implementing and/or facilitating the Principal Institute and the Principal Mentoring Program, and supporting the Principal Advisory Council (PAC).

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS

Facilitate the collaborative creation of a strategic leadership development plan for the District, which includes a continuum of professional development and support services for a range of leaders, from emerging school site leaders to experienced school site administrators; plan and facilitate activities for school administrator programs with special emphasis on preparing new principals and aspiring principals.

Work with Chief of Schools, Office of Post-Secondary Readiness staff, Network and Deputy Network Superintendents, District Leadership, Human Resources and principals to determine leadership development priority needs.

Design, implement and facilitate the Principal Institute and Principal Mentoring Program.

Design, implement and coordinate professional development sessions and activities, and mentorship program for beginning principals and assistant principals, which includes conducting training and orientation for mentor partners.

Conduct various needs assessments to determine training needs at the school and District levels; deliver specific professional development aligned with District goals and objectives; assess effectiveness of training.

Assist Network Superintendents in identifying resources to meet the needs/gaps they have identified in their network and principal-specific professional development/growth plans; assist principals in identifying external and internal resources for professional development, including instructor-lead and self-study materials.

Coordinate with internal and external principal/leadership professional development providers; identify and prepare internal and external facilitators for principal meetings.

Coordinate the planning and implementation of the annual Instructional Leaders Institute each August, and provide support to Network Superintendents on additional Institutes planned by various networks during the school year to ensure coherent training experiences; assist in designing, facilitating and securing professional development for network meetings.

Provide targeted coaching/intervention support with individual principals, at the request of Network Superintendents; partner with District staff to ensure principals receive leadership coaching.

At the request of Network Superintendents, provide or broker targeted coaching support to develop their capacity to deliver competency-aligned professional development.

Design and execute rigorous, year-long school leader professional development that allows school leaders to strengthen their instructional leadership skills, and to learn and practice the skills needed to consistently and effectively execute vital behaviors for success and sustainability, and to build relationships among District administrators.

Leverage best practices in leadership development to create ways to individualize learning, allow for purposeful practice and provide time and space for reflection on personal growth and impact on student learning.

Provide cross-network support and coordination for professional development for site administrators.

Coordinate and develop professional development sessions and activities for prospective school-based administrators; build internal District capacity to support aspiring administrator development, including the Oakland Leadership Academy.

Work closely with Human Resources to implement key elements of the selection system for school-based administrators.

A key member of PAC who serves as a liaison for communication between PAC and the Network Superintendents.

Serve as liaison, convener, and coordinator of partner principal preparation programs and organizations, such as Principal Leadership Institute (PLI), CSU-East Bay, and others.

Create a "toolkit" for new site administrators, grounded in the competencies.

Coordinate the process of recruitment, selection, hiring, and placement of principals, assistant principals, and residents or interns; facilitate screening and selection for school-based administrator pools; assist HR in preparing interview guides, and screening and selection process; conduct site analysis processes for open positions of school principals to assist in determining school-specific leadership needs.

Improve leadership skills through self-initiated professional development, such as participation with and/or work on committees associated with professional organizations.

Perform related duties as assigned.

#### **MINIMUM QUALIFICATIONS**

**TRAINING, EDUCATION AND EXPERIENCE:** Bachelor Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college) in classroom teaching, evaluation, research, coaching, curricular implementation and administration. A combination of experience and education may be used to meet the Bachelor Degree requirement; however, the work experience years used to qualify for the Bachelor Degree requirement cannot be used to meet the work requirement.

Three (3) years of experience as a school site administrator

Experience in designing and implementing training or development programs for adults

Experience as a principal at a high-performing school (strongly preferred) or school system leader

Master's degree in education preferred

Experience delivering professional development to principals strongly preferred

Outstanding skills in problem solving and critical thinking

Innovative approach to training and development

Sharp eye for school staff talent

Strong facilitation skills

Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment

Valid California Administrative Services Credential required

Valid California Teaching Credential preferred

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

**KNOWLEDGE AND ABILITIES**

**KNOWLEDGE OF:**

Adult learning theory, change process and best practices in the field of leadership development, training and education

Principles and techniques used in organizing and administering large-scale school system professional learning program

Various electronic tools to support learning and to make work more efficient

Effective strategies, theories, techniques, and methods of professional and organizational development

Internal and external resources for staff development

Current literature, trends and developments in the field of organizational development

District curriculum and school instructional programs

Effective school leadership

Leadership skills, and developing and supporting a professional learning community

Report writing, and presentation

Effective staff development programs and strategies

California Department of Education Frameworks governing work scope such as: Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

Current District curriculum and school instructional programs

Utilization of various forms of assessment to guide and design instruction

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Correct English usage, grammar, spelling, and punctuation

Computer software, hardware, and related technology

**ABILITY TO:**

Plan and conduct small and large professional development training

Communicate with multiple and varied District shareholders and plan, implement and evaluate professional learning experiences for leadership staff effectively

Work under pressure and effectively manage and complete multiple tasks with competing deadlines and priorities

Supervising and coordinating large programs

Assess system-wide staff development needs

Set high goals and develop long range plans

Develop, implement and evaluate training programs

Assess competencies

Simultaneously plan for the long-term and meet short-term goals

Work independently

Coordinate multiple activities simultaneously

Work flexible hours

Prepare and deliver effective presentations to diverse audiences

Communicate effectively, both orally and in writing

Establish and maintain effective working relationships with district staff and administrators, students, parents or guardians, outside agencies, and the public, in a multicultural community

Exercise effective decision-making and problem-solving

Read, interpret, apply, and explain rules, regulations, policies, and procedures

Analyze situations accurately, and adopt a legally sound, effective course of action

Plan and organize work to meet schedules and timelines

Prepare comprehensive narrative and statistical reports

Operate personal computer, related software, and other office equipment

#### **WORKING CONDITIONS**

##### **ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions


##### **PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

##### **NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.



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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Site Liaison, Work-Based Learning</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>Linked Learning Office for High School Improvement</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 Days / 7.5 Hours</b>
<b>ISSUED:</b>	<b>Created: January 2016</b>	<b>SALARY GRADE:</b>	<b>WTCL 45</b>

**BASIC FUNCTION:** Under the direction of the Site Administrator, or designee, and the assigned Linked Learning Office for High School Improvement supervisor, the Site Liaison will provide direct support to pathway teams to plan, develop, and implement aligned site/district systems of sequenced quality work-based learning experiences for students in partnership with industry, community, and civic organizations. Collaborate to collect and track all students' work-based learning experiences, evaluate the quality of work-based learning experiences for partners and students, contribute to the development of performance assessments, and outcomes. The Work-Based Learning Site Liaison must be able to work effectively with employers, youth, teachers, school administrators, after school program staff and Linked Learning Office for High School Improvement staff.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS:

Plan, develop and implement push-in support into CTE classes and pathways/academies for work-based learning activities and logistics for the development of 21<sup>st</sup> century skills for students, pathway teams, post-secondary partners, employers, community and civic partners.

Support pathway teams with outreach, scheduling, and implementation of appropriate work-based learning experiences that are integrated and aligned to pathway student learning outcomes, project based learning, and the OUSD Graduate Profile.

Recruit, match, place, and support students for all work-based learning, including internships, processing required paperwork, payroll lists, and Work Education Experience enrollment.

Act as the point of contact for pathways/academies to build and maintain strong quality relationships and direct communication with post-secondary partners, business and community partners, including, but not limited to: development of MOUs, support for regular pathway advisory and District industry council meetings, planning sessions, joint work plans and collaborative problem-solving.

Recruit, match, facilitate, and place post-secondary partners, business leaders, companies, professional organizations and other agencies to link opportunities for students in career-related learning including internships, mentoring relationships, professional portfolio and senior exhibitions/defenses, labor market panels and other career/work related activities in collaboration with the Linked Learning Office for High School Improvement.

Assist the school site principal, pathway/academy leads and instructional leadership team to implement and advocate for the development of a robust integrated pathway work-based learning program with classroom projects, with student self-assessments.

Collaborate with all site and District staff to expedite partnerships that results in an integrated, sequenced, and high quality pathway work-based learning opportunities for students.

Assist with monitoring systems implemented to ensure compliance of work-based learning programs and issuance of work permits with state and federal regulations.

Establish, maintain, and facilitate effective working relationships with Industry Partnership Councils, community and government leaders, professional organizations, post-secondary partners, school District administrators and staff, and the community to review and analyze industry needs.

Maintain and keep up-to-date site/District partnership databases to provide reports on business and community and student participation in work-based learning; maintain database of student and partner work-based learning experiences and partnerships with school.

Assist school and District staff in developing professional development and guidance for school staff in working effectively with Industry Partnership Councils, community, and civic partners.

Meet regularly with Principal or designee and Academy Lead Teachers to understand program needs and student supports to align with post-secondary, business, community, and civic partners and the Business Partnerships Alignment Team.

Collaborate with District Communications, the Linked Learning Office for High School Improvement, and the Business Partnerships Alignment Team to inform the public of accomplishments of students and post-secondary, business, community, and civic partnerships

Perform related duties as assigned.

#### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

#### **KNOWLEDGE OF:**

Career technical education

Federal, state, and District policies and mandates related to work scope

Procedures, methods, techniques, and strategies utilized in dealing with sensitive school and community problems, issues and concerns

Community interest, concerns and attitudes related to educational programs of the District

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Correct English usage, grammar, spelling, and punctuation

Record-keeping techniques

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience, and courtesy

Computer software, hardware, and related technology

#### **ABILITIES TO:**

Present pathway information to various business and community groups in a professional manner to elicit support for increasing work based learning within linked learning priorities.

Effectively manage complex projects, and manage and direct volunteers and/or partners, and students.



Interpret, apply, and explain rules, regulations, policies and procedures related to workscope

Provide information regarding school or District programs, procedures, activities, rules and regulations related to work scope

Monitor and assist with various college and career readiness programs

Communicate with children and adults of different racial and cultural backgrounds

Work collaboratively and think creatively within a team

Understand and follow oral and written directions

Communicate effectively in English orally and in writing

Establish and maintain effective working relationships among students, parents, District staff, and the community

Meet schedules and time lines

Work confidentially with discretion

Operate personal computer, related software, District software, and other office equipment

### **PREREQUISITES**

Associate's Degree or its equivalency required (2 years of similar and relevant work level experience = 1 year of college). A combination of experience and education may be used to meet the Associate's Degree requirement; however, the work experience years used to qualify for the AA requirement cannot be used to meet the work requirement.

Four (4) years of relevant experience working in career technical and academic education or related experience

Valid California Driver's License, if applicable

### **PRE-EMPLOYMENT PROCESS:**

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

### **WORKING CONDITIONS**

#### **ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

#### **PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

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