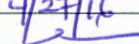


**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

April 27, 2016

| <b>Legislative File</b> |   |
|-------------------------|---|
| File ID Number:         | 16-0744   |
| Introduction Date:      | 04/27/2016  |
| Enactment Number:       | 16-0588   |
| Enactment Date:         | 4/27/16   |
| By:                     |  |

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Aaron Townsend, Deputy Chief Talent Management, Talent Division

SUBJECT: Creation/Revision of Positions –Office of the Superintendent, Teaching and Learning and Community Schools and Student Services Departments

1. Administrative Assistant, Office of the Superintendent
2. Coordinator, Instructional Technology
3. Director, African American Girls and Young Women Achievement

**ACTION REQUESTED**

Approval by the Board of Education of Resolution No. 1516-0199 for the creation/revision of job descriptions: Administrative Assistant, Office of the Superintendent; Coordinator, Instructional Technology; Director, African American Girls and Young Women Achievement for Office of the Superintendent, Teaching and Learning and Community Schools and Student Services Departments.

**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. 1516-0199 for the creation/revision of job descriptions: Administrative Assistant, Office of the Superintendent; Coordinator, Instructional Technology; Director, African American Girls and Young Women Achievement for Office of the Superintendent, Teaching and Learning and Community Schools and Student Services Departments.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1516-0199**

- Office of the Superintendent, Teaching and Learning and Community Schools and  
Student Services Departments -

**Create/Revise Job Descriptions**

- Administrative Assistant, Office of the Superintendent; Coordinator, Instructional Technology;  
Director, African American Girls and Young Women Achievement -
- 

**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. Administrative Assistant, Office of the Superintendent
2. Coordinator, Instructional Technology
3. Director, African American Girls and Young Women Achievement

Passed by the following vote:

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

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 April 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>Administrative Assistant,<br/>Office of the<br/>Superintendent</b> | <b>REPORTS TO:</b>      | <b>Assigned Supervisor</b>     |
| <b>DEPARTMENT:</b> | <b>Office of the<br/>Superintendent</b>                               | <b>CLASSIFICATION:</b>  | <b>Classified Confidential</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: April 2016</b>  | <b>SALARY GRADE:</b>    | <b>CFCA 9</b>                  |

**BASIC FUNCTION:** Under minimal supervision, the Administrative Assistant, Office of the Superintendent maintains an efficient, well-run front office devoted to serving the District's students, teachers, school site leaders, senior leadership and the community; performs a variety of proficient, specialized administrative assistant duties requiring excellent communication skills; utilize specialized knowledge and independent judgment involving frequent and responsible public contact; analyze and interpret data; plan, organize and coordinate office activities and communications to relieve the administrator of routine duties; provide for accurate and timely entry of a variety of data into various computer software programs.

**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:

Serve as receptionist; meet and greet visitors, assist them with needs, questions, and alert the Superintendent and Senior Leadership's Executive Assistants to the presence of those that need to meet with them.

Demonstrate effective interpersonal relationship skills by greeting all visitors courteously; attempt to meet their needs to the best of your ability.

Use discretion and maintain the same level of ethical behavior in handling situations requiring confidentiality; receive, handle and store sensitive and/or private information pertaining to the Superintendent's office, Board matters, collective bargaining or grievance processing.

Work effectively, efficiently and confidently with all levels of District personnel; keep confidential all correspondences, reports and other documents relating to negotiation strategies.

Research, analyze, review, correct, and compile a variety of information; verify data for accuracy, completeness and compliance with established procedures.

Compute statistical data for Federal, State and District reports and special projects as assigned.

Interpret and apply rules and regulations as appropriate.

Independently compose correspondence in English.

Evaluate situations and issues involving District employees, parents, the public, etc., in order to take appropriate action and/or directing to appropriate personnel for resolution.

Receive complaints and determines whether to initiate action to resolve the problem or to refer to appropriate person.

Respond to telephone/in-person inquiries from staff, the public, parents, governmental officials/ representatives, private enterprise, etc..., to provide information and/or direction; place and answer calls, record messages, maintain a log of calls and return phone calls promptly.

Demonstrate effective communication skills by speaking clearly and expressing ideas logically and giving clear, explicit explanations.

Use written communication appropriately and professionally.

Encourage, model, and maintain high standards of conduct; display the highest ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the District.

Maintain an appropriate and flexible schedule.

Process and distribute incoming and outgoing mail.

Requisition, receive, store and distribute supplies and office materials; oversees the maintenance of materials and equipment inventory as needed.

Operate a computer to enter, update, and access a variety of records and information into various computer software programs; operate various telephone systems and other office equipment.

Provide accurate data to schools and District as requested.

Attend appropriate meetings.

Assist in scheduling meetings, conferences and appointments; maintaining calendar(s) of assigned staff; reserving meeting sites; making travel arrangements; contacting and confirming appointments and meetings; attending meetings, taking minutes as necessary, preparing minutes and summaries of action taken.

Assist other office personnel as needed/required to provide support and backup for their assignments and/or coordinating work activities; demonstrate willingness to substitute for other Administrative Assistants as needed and/or requested.

Perform other as required.

### **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:**

Modern office practices, procedures and equipment, including complex filing systems, receptionist and telephone techniques and letter and report writing and generation

Skilled in using various standard office machines, including computers and software specifically related to the position's work activities

Correct English usage, grammar, spelling, vocabulary and punctuation

Specialized record-keeping techniques

Proficient, specialized office procedures, computers and other office equipment

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy

District policies, applicable sections of the State Education Code and other laws and regulations

**ABILITY TO:**

Perform a variety of proficient, specialized administrative assistant duties in an assigned area involving specialized knowledge and independent judgment

Understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions in English

Compose correspondence and other written documents independently

Maintain records; analyze situations and data accurately and take appropriate action

Meet schedules and time lines

Operate a computer and other office equipment

Work with public

Maintain strict confidentiality

Perform office, secretarial and clerical work with speed and accuracy

Analyze situations and accurately adopt an effective course of action

Work with minimal supervision in a manner conducive to proficient performance

Effectively interact both on a formal and informal basis with District personnel, community, business and governmental officials/representatives, and the public

Work additional hours periodically as needed

Complete work accurately despite many interruptions

**PREREQUISITES**

Associate of Arts 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 AA Degree requirement; however, the work experience years used to qualify for the AA Degree requirement cannot be used to meet the work requirement.

Four (4) years experience working in a high volume/traffic front office

Strong customer service orientation

Computer skills and working knowledge of office equipment

Strong telephone skills

Excellent verbal and written communication skills, including electronic formats

Detail oriented

Neat, responsible, punctual, dependable

Must possess respect for confidentiality

Positive attitude toward learning new skills

Pass District's Administrative test with 90% passing rate

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.

**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.

| Legislative File   |            |
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| File ID Number:    | 16-0744    |
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| Enactment Number:  | 16-0588    |
| Enactment Date:    | 4/27/16    |
| By:                |            |



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

|                    |   |                         |  |
|--------------------|---|-------------------------|--|
| <b>TITLE:</b>      | <b>Coordinator, Instructional Technology</b>      | <b>REPORTS TO:</b>      | <b>Deputy Chief of Teaching and Learning</b> |
| <b>DEPARTMENT:</b> | <b>Teaching and Learning</b>                      | <b>CLASSIFICATION:</b>  | <b>Certificated Management</b>               |
| <b>FLSA:</b>       | <b>Exempt</b>                                     | <b>WORK YEAR/HOURS:</b> | <b>227 days / 7.5 hours</b>                  |
| <b>ISSUED:</b>     | <b>Created: June 2007<br/>Revised: April 2016</b> | <b>SALARY GRADE:</b>    | <b>A227 17</b>                               |

**BASIC FUNCTION:** Under the direction of the Deputy Chief of Teaching & Learning, provide leadership and guidance in the implementation of district wide instructional technology. Provide technical assistance and support to all schools in all instructional technology programs and functions.

**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:

Coordinate integration of technology into the learning process.

Manage and implement instructional technology programs, projects, grants and related resources.

Collaborate with a variety of partners including regional, state and national agencies, private industry, community-based organizations and institutes of higher education.

Coordinate and promote participation in organizations, events, and conferences concerning instructional technology.

### Curriculum:

Support and coach all Content Leaders and Teachers in the implementation of technology in the classroom within each content area.

Contribute to the leadership and direction in district and site instructional technology planning, training, assessment programs, equipment acquisition, applications development, and establishment of standards for digital learning using a technology scope and sequence.

Serve as a liaison to the Network Team, Research Data and Assessment, site administrators and other OUSD departments to review, adopt, and implement curriculum; develop, implement, and assess technology supported training programs; and identify best practices.

Collaborate with the T&L/Career Pathways Curriculum Leader and the High School Office to support the district Academic Career Success Initiative as well as the Linked Learning approach.

Work alongside the T&L/Career Pathways Curriculum Leader to develop and rewrite course outlines that reflect Career Technical Education integration and alignment.

Collaborate with teachers, as needed, to develop and rewrite middle and high school technology-based courses to align with the National Educational Technology Standards for Students.

Preview hardware, software, and other electronic products to identify appropriate resources for instruction in partnership with Technology Services.

Collaborate with teachers to review and adopt technology textbooks and resources for use in the technology classrooms.

Organize and lead curriculum writing projects to integrate technology as well as teach digital citizenship and cyber safety in the classroom.

Hold regular meetings with school technology representatives for dissemination of technology related information.

Work with various departments in Cabinet to support district technology initiatives.

Support and facilitate articulation of technology education activities with institutions of higher education e.g. Laney, Peralta.

Assist with the communication of district policies and procedures, which address instructional technology.

Assist with the updating of the Teaching & Learning site.

### **Professional Development**

Provide multi-modal (face-to-face and online) professional development to operationalize the district-created Technology Scope and Sequence.

Provide professional development for teacher-leaders to guide them in the redesign of performance tasks for formative and interim assessments that require the use of technology aligned to the Smarter Balanced standards.

Provide coaching support to sites that have procured new technologies (tablets, laptops) and software to support students' acquisition of current technology skills.

Disseminate information on research-based instructional and assessment strategies to assist teachers and administrators in the classrooms and schools.

Attend local, state and national conferences deemed beneficial to strengthening the district's view of electronic and digital tools in the classroom.

### **Grants**

Apply for Federal, State or private technology related grants to support the use of technology/digital tools and programs in the district.

Implement, coordinate activities and budgets as well as monitor funded technology grants.

Assist in the completion of Federal and State mandated and District level technology surveys and reports.

### **Other**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Participate in development and implementation of departmental goals, objectives, policy priorities, standards, and procedures.

Provide cross-training to department staff.

Perform other 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:**



Current K-12 instructional practices, principles, tools and techniques of instructional technology

Principles and techniques for project planning scheduling and control

Public sector business practices

Emerging trends in instructional technology

The use of technology to support instruction in K-12 curriculum content areas

Urban school system environment and commitment to improving student achievement

Cultural competence and a deep understanding of and empathy for issues facing urban families

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

Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers

Correct English usage, grammar, spelling, vocabulary and punctuation

Management, budgeting and contract administration principles and practices

Effective supervisory techniques

Problem solving processes and techniques

Applications commonly used in Oakland USD elementary and secondary settings including but not limited to: Google Apps (e.g., Classrooms, Docs, Drive, Forms, Sheets), collaboration tools (e.g., Padlet, Today's Meet, Kahoot), project management tools (e.g., Asana, Trello)

#### **ABILITIES TO:**

Define specific goals and develop sound strategies to accomplish instructional objectives

Understand and implement complex oral and written directions given in English

Compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling

Communicate, interact and work effectively and cooperatively with people of diverse ethnic and educational backgrounds and a willingness to contribute to cultural diversity for educational enrichment

Work effectively with diverse groups of stakeholders including certificated, classified, parents, students, managers, and external entities

Work independently or within a team

Coach and facilitate effectively

Learn new platforms and applications

Work with advisory groups in establishing and implementing District technology goals and objectives

Supervise and work effectively with departmental personnel

Maintain confidentiality in all aspects of the job

Manage multiple tasks and priorities with frequent interruptions

Manage a variety of tasks in many settings on a daily basis

Plan and coordinate projects

Develop project timelines and schedules

Track progress

Analyze bids and proposals for hardware educational learning resources acquisitions

#### **PREREQUISITES**

Bachelor's degree

Three (3) years of directly related instructional technology experience in K-12 institutions

Master's degree preferred

Postgraduate instructional technology coursework preferred

Some experience in providing professional development and/or recent mentoring or support experience desirable

Valid California Teaching Credential

Valid California Driver's License

**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.

**NON-DISCRIMINATION POLICY:**

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

|                    |   |                         |                              |
|--------------------|---|-------------------------|------------------------------|
| <b>TITLE:</b>      | <b>Director, African American Girls and Young Women Achievement</b> | <b>REPORTS TO:</b>      | <b>Assigned Supervisor</b>   |
| <b>DEPARTMENT:</b> | <b>Community Schools and Student Services</b>                       | <b>CLASSIFICATION:</b>  | <b>Classified Management</b> |
| <b>FLSA:</b>       | <b>Exempt</b>   | <b>WORK YEAR/HOURS:</b> | <b>261 days / 7.5 hours</b>  |
| <b>ISSUED:</b>     | <b>Created: April 2016</b>  | <b>SALARY GRADE:</b>    | <b>ADCL 18</b>               |

**BASIC FUNCTION:** Plan and direct a highly visible and proactive collaborative to accelerate academic achievement among African American girls and young women in OUSD, and to address the disparities in educational and social outcomes for African American girls and young women from preschool through high school. The Director will work with a core Advisory Group and team of thought partners to develop strategies, structures and guidance regarding how to improve the culture, climate and conditions of female students of African descent from preschool through 12<sup>th</sup> grade. Under the guidance of the position holder, the OUSD Collaborative for the Achievement of African American Girls and Young Women (OUSD Collaborative for African American Girls) will develop interagency linkages, inter-departmental recommendations, models, best practices, and feedback loops to ensure that all parts of the organization are moving together to interrupt intersectional bias against African American girls. Lead, supervise and support an alignment of the OUSD Collaborative for African American Girls Achievement with the District strategic plan and equity policy.

**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:

Provide direction and facilitation for a District-wide collaborative to support academic success among African American female students in OUSD Pre-K-12.

Lead the development a results-based planning process in association with a 3-5 year implementation plan for the initiative.

Supervise and support staff toward performance goals aligned with OUSD Collaborative for African American Girls key outcomes, includes, but not limited to, coordination, supervision, coaching, and evaluation of the performance of assigned staff.

Align goals and activities of the collaborative to support District-wide and school-based African American Parent and Family Conferences and District-wide Professional Development around Culturally Responsive Pedagogy, Implicit Bias and Cultural Humility to yield outstanding results for and with African American females.

Identify funding, develop funding proposals and other resource development strategies to enhance support for, and contribute to, the sustainability of the OUSD Collaborative for African American Girls, and assist appropriate staff with grant writing to sustain the work of the collaborative across OUSD and among its core partners.

Oversee and review the completion of reports to funders, federal and state agencies, and other internal and external entities as it relates to the OUSD Collaborative for African American Girls.

Develop and ensure implementation of short- and long-term plans with annual benchmarks to realize goals and vision of the OUSD Collaborative for African American Girls.

Provide technical assistance, knowledge, and instruction support to the Superintendent and the Deputy Chief of Community Schools and Student Services to embed and accelerate the work of the OUSD Collaborative for African American Girls.

Work with an Advisory team to develop a plan to achieve high academic and behavioral expectations, collaborative planning and program development, and responsive management toward the goal of improving educational outcomes for African American girls and young women in OUSD.

Research and respond to inquiries from District executives concerning capacity building and coaching related to issues of African American/African Diaspora female students and applying school discipline policies and practices in a manner that is gender-responsive, culturally competent and in compliance with Title VI, and its implementing regulation.

Create and/or contribute to the improvement of current District pedagogy and methodological efforts to identify, interrupt and address historic and institutionally embedded policies, practices and beliefs that are racially and/or gender-biased.

Collaborate with the Research, Assessment and Data (RAD) and social emotional learning unit to document the short- and long-term effects of District-wide Social Emotional Learning efforts.

Collaborate with executive cabinet and cabinet to align priorities, budget and practices to meet goals outlined in the District's strategic plan and Collaborative for the Achievement of African American girls.

Attend regular meetings, including principal meetings, as required by the Superintendent and/or designee.

Maintain and facilitate a positive, collaborative, and mutually supportive working relationship with community agencies, parents, and students, as well as District and school staff.

Protect confidentiality of records and information gained as part of exercising professional duties and use ethical consideration and discretion in sharing such information within legal confines.

Establish and maintain effective working relationships with multi-faceted public and private agencies and District departments including partnerships, training, and data sharing agreements with external agencies and organizations.

Attend a variety of meetings representing the department.

Provide cross-training for department personnel.

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:**

Current trends in community schools, public education, youth development, and family systems

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

Methods to interpret, apply and explain rules, regulations, policies, and procedures related to work scope

District educational initiatives and programs



Diversity, sensitivity, and competence with regard to issues of race and gender (and their intersections), learning or other ability, ethnicity, culture, religion, socio-economic group, sexuality or other orientations or cultural markers

District policies related to standards, assessment, accountability, planning, promotion/retention, curriculum and instruction, data access, and confidentiality, and related areas

Planning, organization, and coordination needed for assigned program

Local and community organizational missions, resources, structures, and functions

Correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Budget preparation and management to ensure fiscal responsibility

Interpersonal skills using tact, patience, and courtesy

Serve as trusted resource to District Administrators and facilitate communication throughout the District

Computer software, hardware, and related technology

Database and statistical software

Principles and practices of effective leadership

Principles and practices of supervision and evaluations

**ABILITY TO:**

Implement and grow citywide initiatives with and on behalf of African American girls and young women

Lead collaborative processes and demonstrated expertise in working with multiple constituencies and partners impacting the wellbeing of African American girls

Create and manage complex budgets; develop required financial and other resources to support programs; and gather, report and analyze complex data for planning, operational and evaluation purposes

Design, develop and deliver effective and compelling verbal, written and PowerPoint presentations to community, peers, staff, and Superintendent on abstract as well as concrete subject matter relating to introduction of new standards, methodologies, and paradigms in delivery of school services

Recognize, research, assess and analyze management challenges; adopt appropriate plans of action

Meet District standards of professional conduct as outlined in Board Policy

Demonstrate cultural competence and sensitivity with diverse groups across lines of race and gender (intersectionally), ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers

Establish and maintain effective communications and effective working relationships among diverse groups of students, parents, District staff, and the community

Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing work scope

Identify funding, develop funding proposals and write grants

Maintain current knowledge of related educational research and trends

Analyze situations accurately and adopt effective course of action

Communicate effectively in English orally and in writing

Understand and follow oral and written directions

Develop and document short- and long-term plans

Manage multiple projects simultaneously

Plan and organize work to meet timelines and deadlines

Prepare comprehensive, narrative, and statistical reports

Work confidentially and with discretion

Maintain accurate and confidential records

Work independently

Complete work accurately and as directed despite frequent interruptions

Prepare and deliver clear and concise presentations to a variety of audiences

Identify and conduct professional development activities for staff and for appropriate District employees on topics related to work scope

Supervise, coach, and evaluate assigned staff

Operate personal computer, related software, and other office equipment

Cross-train department personnel

### **PREREQUISITES**

Master's degree in teaching, education, research and evaluation, social science, or a related field

Five (5) or more years of progressively responsible experience in education or a related profession, including two (2) years experience in an educational institution or educational setting, and three (3) years of leadership or management experience

Doctorate preferred

Experience working in an urban school district environment

Experience developing and facilitating community partnerships

Demonstrated success in program planning/management activities furthering school success, student achievement, and positive child, youth, and family development

Valid California Driver's License

### **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.

#### **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.