


OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent of Schools

May 11, 2016

Legislative File	
File ID Number:	16-0851
Introduction Date:	05/11/2016
Enactment Number:	16-0656
Enactment Date:	05/11/2016
By:	

TO: Board of Education

FROM: Antwan Wilson, Superintendent
Tara Gard, Interim Deputy Chief Talent Officer, Talent Division

SUBJECT: Creation/Revision of Positions – High School Network, Office of Post-Secondary Readiness and Academic Division

1. Executive Director, Alternative Education
2. Executive Director, Counseling & College Readiness
3. Executive Director, Personalized, Professional Learning

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 1516-0204 for the creation/revision of job descriptions: Executive Director, Alternative Education; Executive Director, Counseling & College Readiness; Executive Director, Personalized, Professional Learning for the High School Network, Office of Post-Secondary Readiness and Academic Division.

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. 1516-0204 for the creation/revision of job descriptions: Executive Director, Alternative Education; Executive Director, Counseling & College Readiness; Executive Director, Personalized, Professional Learning for the High School Network, Office of Post-Secondary Readiness and Academic Division.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1516-0204**

- High School Network, Office of Post-Secondary Readiness and Academic Division -

Create/Revise Job Descriptions

- Executive Director, Alternative Education; Executive Director, Counseling & College Readiness; Executive Director, Personalized, Professional 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, Alternative Education
2. Executive Director, Counseling & College Readiness
3. Executive Director, Personalized, Professional Learning

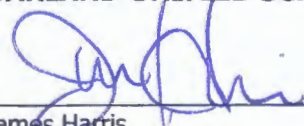
Passed by the following vote:

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

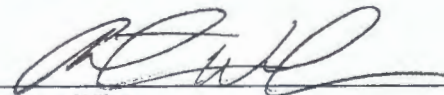
I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held May 11, 2016.

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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

TITLE:	Executive Director, Alternative Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	High School Network	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days
ISSUED:	Created: May 2012 Revised: May 2016	SALARY GRADE:	CFAD 25

BASIC FUNCTION: Under direction from the High School Network Superintendent, plan and direct the work of the Office of Alternative Education as a department that supports the District vision of ensuring that all students graduate from high school to college, career, and community ready. Provide leadership for all of the District's alternative schools and programs and facilitating the integration of all district resources of schools. Ensure the use of effective instruction in every classroom for every student, every day; the development of safe and supportive schools; and collaboratively leading District-wide initiatives that focus on improving outcomes for alternative education students.

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:

Maintain the portfolio of alternative schools and programs, which includes Continuation Schools, Community Day Schools, Alternative Schools of Choice, Home and Hospital, Temporary Alternative Placement Centers (TAP), Independent Study (including Blended Learning option), Gateway (in partnership with Laney College), and Street Academy (in partnership with Street Academy Foundation).

Collaborate with the Middle School and High School Network Superintendents to analyze student's progress through middle and high school to ensure alternative education schools and programs are aligned to support students to successful transition to graduation.

Develop, monitor, evaluate, and adjust alternative schools and programs to best meet the needs of students in conjunction with District leadership

Develop principal capacity to establish site-based systems to collect and analyze data and make decisions with all stakeholders to support improvement in academic and social outcomes

Increase principal capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching and learning

Ensure principals build and maintain structures and processes for regular and effective teacher collaboration

Calibrate classroom instructional capacity using learning walks with principals to elucidate their instructional vision and increase their capacity to provide direct and actionable feedback to staff

Approve and monitor the development and implementation of approved instructional programs to align with District goals, targets, and strategic practices and projects

Engage principals in collecting, observing and analyzing achievement data to surface questions, patterns and/or gaps in the instructional models at alternative education schools and programs

Partner with a wide variety of community-based organizations and city or county agencies to leverage and coordinate external resources to provide a continuum of services for alternative education students.

Manage and evaluate a wide variety of program components for the purpose of delivering services that conform to established guidelines and regulations.

Identify funding opportunities that align with the needs of students and schools; write and submit grant proposals, and administer grant funds to programs.

Assist in the development and coordination of student support services that build a foundation for Full Service Community Schools, such as coordination of service teams, after school programs, mental health services, gang intervention programs, and drug and alcohol services.

Coordinate with the High School Network Superintendent and other staff in determining objectives and identifying student and school needs in developing long- and short-range plans/programs and annual budget to ensure the District's resources are effectively utilized.

Provide instructional leadership through principal and teacher professional development specifically tailored to meet the needs of students in alternative programs; evaluate teachers in the Home and Hospital program.

Oversee adoption and implementation of appropriate curriculum for alternative schools and programs.

Monitor compliance with State requirements as well as District Board policies and administrative regulations pertaining to alternative schools.

Work with the California Department of Education when necessary to ensure full compliance with Alternative Education law, policies and EdCode.

Prepare and present reports on alternative education programs for the Board of Education, California Department of Education, District and site administrators, and parent/community groups.

Ensure the Alternative Education Program serves individuals in the community who are most in need of educational options, including individuals suspended, dropouts, adjudicated students and potential dropouts.

Serve as liaison between all schools and the Alternative Education Programs in areas of placement, monitoring and evaluation of students; create student referral processes and direct student enrollment for specified programs.

Maintain student records, including attendance and grade reports.

Communicate with parents regarding alternative placements, discipline decisions and OUSD policy.

Assist families in determining educational options and accessing student and family support services.

Convene, facilitate, or participate in work groups focusing on high needs populations, such as Interagency Gang Prevention Collaborative and Sexually Exploited Minors Task Force; promote, elicit and enhance the level of community involvement in the areas pertaining to assistance and understanding of at-risk-students.

Collaborate with school personnel in gathering and utilizing data on a case-by-case basis to assist in planning strategies for modifying inappropriate student behavior.

Develop and manage budgets from a variety of funding streams for multiple programs.

Monitor fund balances of assigned programs and related financial activity to ensure allocations are accurate, related revenues are generated, expenses are within budget limits and/or fiscal practices are followed.

Support and assist alternative schools in areas of instruction, operations, budgets, student services, safety, and compliance.

Research a variety of information (e.g. current practices, instructional materials, methods, curriculum guidelines, etc...) in order to develop new programs.

Participate in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.

Promote alternative education at the local and state levels.

Provide cross training to other staff members within the department.

Supervise and evaluate all assigned personnel, including teachers, administrators, and other staff.

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:

Applicable federal, state, and District codes, regulations, policies and procedures governing various alternative education programs

Instructional strategies and approaches

Principals of alternative education

Budget preparation

Stages of student development

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students; the District's diverse community, partners, and agencies

Correct English usage, grammar, spelling, vocabulary and punctuation

Computer software, hardware, and related technology

ABILITY TO:

Build high functioning relationships across various District departments and with external organizations

Prioritize responsibilities and meet established timelines and deadlines

Communicate effectively with diverse stakeholder groups

Display sensitivity to diverse cultural and ethnic groups

Facilitate group processes

Manage multiple projects simultaneously

Write high level reports and proposals

Operate personal computer, related software, and other office equipment

PREREQUISITES

A Master's degree in education or related field

Five (5) years of experience in school administration, and experience in working with high needs populations

Valid California Administrative Services credential

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 environment 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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By:	ga



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Counseling and College Readiness	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Office of Post Secondary Readiness	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: May 2016	SALARY GRADE:	CFAD 25

BASIC FUNCTION: The Executive Director, Counseling and College Readiness shall provide leadership for the development and implementation of a comprehensive Counseling and College Readiness Programs designed to support instruction, student achievement, and meet the needs of students, parents, Principals, teachers and staff. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

The Executive Director shall direct, supervise and evaluate all aspects of the Counseling Program and ensure highly qualified counselors are hired and provided with professional development, consultation and supervision. Furthermore, the Executive Director independently anticipates challenges and opportunities by developing, implementing, and monitoring comprehensive college readiness strategies and programs for the District.

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 are intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS

Drive the mission, vision and a set of measurable objectives for school counseling and college readiness; report to the Deputy Chief of Post Secondary Readiness, collaborate with the Chief of Schools, the Chief Academic Officer, Linked Learning Office/ College and Career Readiness staff and other appropriate District staff to design, develop, and implement the school counseling program and college readiness strategic agenda of the District and the department.

Collaborate with Teaching and Learning, Programs for Exceptional Children (PEC), Superintendents and other departments to coordinate District programs to provide students with access to resources to achieve the skills, capacities and dispositions to be successful beyond high school.

Design and execute data driven systems and structures that ensures the skillful implementation of Counseling and College Readiness programs to provide maximum student impact.

Recruit and engage strategic partners to envision schools that produce the profile of a graduate as outlined in the Strategic Plan; cultivate strong relationships with appropriate internal and external stakeholders in order to meet objectives.

Manage external relationships with institutions of higher learning regionally and nationally.

Design, direct and support college readiness plans, programs and practices to grow the graduation rate and improve college acceptance and persistence rates to include Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Advanced Placement (AP), Credit Recovery, and A-G course development.

Organize, manage, supervise, and evaluate effective and clear programmatic procedures for the operation and functioning of Counseling Services in all elementary, middle and high schools, consistent with the philosophy, mission, values and goals of the school and District; including but not limited to counseling services for educational, college and career planning, social and emotional development and coordination of specialized services for students.

Plan and carry out an effective program of District-wide school counseling in which counselors provide service to all students; including but not limited to general education students, the gifted and talented, disaffected and disruptive students considered to be at risk, those identified as English Language Learners (ELL) and those classified as students with disabilities.

Collaborate with Principals, and other District staff to plan and supervise an orientation program for new school counselors.

Define and interpret the professional functions of school counselors to administrators, teachers, students, parents and the public.

Collaborate with school staff, Post Secondary Readiness staff and Community Schools and Student Services (CSSS) staff in preventing students from dropping out of school; and assist in securing alternative programs or employment when warranted.

Participate in conferences with students, parents, teachers, and/or administrators to assist students in achieving success in school and in developing mature behavior.

Collaborate with Principals, School Administration, Child Study Team members, Crisis Intervention Team members and community resources to coordinate and provide counseling and career education services for students who might be experiencing difficulty, including, though not limited to, academic achievement, health related concerns, and physical, emotional, and learning disabilities.

Conduct on-going, follow up studies and analysis of graduates and those who leave school, and communicate data to the Leadership Team, relevant staff, parents and the community.

Provide opportunities for effective staff development that addresses the needs for counseling, 504 Plans, guidance, college and career education programs including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff learns of research based successful practices and strategies.

Prepare grant and other applications applicable to guidance and career education achievement.

Understand the legal requirements governing the implementation of guidance and counseling services, information and referral services committees, Section 504 Accommodation Plans and Special Education placement and related services for students with disabilities.

Collaborate with Principals to coordinate guidance counselor activities at the opening of school, during vacation periods and at the end of the school year; provide for the articulation of the Counseling Program by conducting regular meetings of counselors.

Serve as consultant to curriculum development committees when requested.

Coordinate with Principals to supervise elementary, middle and high school counselors, and determine the appropriate opportunities, programs and services to be offered students.

Collaborate with Principals to coordinate career education initiatives in the elementary schools.

Observe and/or evaluate programs in designated school(s) and assist Principal(s) in developing Professional Development Plans (PDP) with members of the counseling staff; facilitate participation of counseling staff in professional development experiences to enhance job knowledge and skills.

Establish effective liaison with the various offices and agencies within the community that provide specialized or professional help to students and their parents.

Compile, regularly update and disseminate in accordance with District procedures a comprehensive description of the K-12 Counseling Program including policies, procedures and other components.

Develop budget recommendations and furnish these to supervisor and Fiscal Services for expenditure control; provide fiscal and financial information required to ensure fiscal accountability.

Supervise the district registrar and procedures for the secure and confidential retrieval of student transcripts and other student records and protect the confidentiality of information gained as part of exercising professional duties and use discretion in sharing such information in accordance with the Family Education Rights to Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), state, law and District policy.

Ensure appropriate records are maintained by counselors to track student progress, note the counseling service and generate necessary state and District reports.

Ensure compliance with all laws, administrative codes, Board policies and regulations.

Recruit, screen, train, supervise and evaluate elementary, middle and high school counselors in collaboration with principals and assume responsibility for their professional guidance.

Assume responsibility for own professional development; for keeping current with the literature, new research findings and improved techniques in school counseling; and for attending appropriate professional conferences.

Attend required staff meetings and serve, as needed, on staff and District-wide committees.

Represent the school and District at community, State, and professional meetings when requested.

Formulate proposals for the development and revision of policies pertaining to Counseling and College Readiness programs.

Assist with interpretation of Counseling and College Readiness education programs to the School Board, staff and the public.

Provide status reports to District Leadership.

Prepare and administer budgets and exercise proper fiscal controls.

Ensure compliance with federal and state statutes, regulations and laws, OUSD policies and procedures and relevant contractual obligations.

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.

Demonstrate courteous and cooperative behavior when interacting with students, families, community members/partners and OUSD staff; act in a manner that promotes a harmonious and effective workplace environment.

Enthusiastically promote the Superintendent's goals and priorities in compliance with all policies and procedures.

Maintain absolute confidentiality of work-related issues, records and OUSD information.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: A Master's degree in Guidance and Counseling or in one of the related Pupil Services from an accredited college or university.

Five (5) years experience as a Guidance Counselor or Guidance Director

Demonstrated evidence and experience of excellent service as a Guidance Counselor

Experience and demonstrated knowledge in compiling/analyzing data, writing reports and providing professional presentations/status reports

LICENSES AND OTHER REQUIREMENTS:

Valid California Pupil Personnel Services Credential

Valid Administrative Services Credential

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Current trends and best practices for providing comprehensive school counseling services at the elementary, middle and high schools

College readiness standards

UC and CSU eligibility requirements

Counseling theories and skills, group dynamics and small group processes, as well as, the American School Counseling Association National Model

Child development, group and individual counseling techniques, conflict resolution techniques and community resources

California Department of Education Frameworks governing works cope 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

Effective pedagogy for ethnic populations, English, and Standard English Learners

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

Planning, organization and coordination needed for assigned program

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

Computer software, hardware, and related technology

ABILITY TO:

Provide leadership in the administration and supervision of a school counseling program

Establish professional rapport with Professional staff that gains respect of students and staff members

Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school

Work under general administrative direction

Carry out supervisory responsibilities in accordance with District policy, applicable laws and collective bargaining agreements

Supervise and evaluate Counselors and assigned staff

Motivate others to reach their fullest potential

Effectively present to leadership team, public groups and/or Board

Communicate courteously, efficiently and effectively with a variety of individuals, students, faculty, administrators, parents and representatives of outside organizations

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

Apply principles of logical and scientific thinking to a wide range of intellectual and practical problems

Communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

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; exposure to a variety of childhood and adult diseases and illnesses.

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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By:	0.2



OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Executive Director, Personalized, Professional Learning	REPORTS TO:	Chief Academic Officer (CAO)
DEPARTMENT:	Academic Division	CLASSIFICATION:	Certificated Management Confidential
FLSA:	Exempt	WORK YEAR/HOURS:	227 Days
ISSUED:	Created: January 2015 Revised: January 2016 Revised: May 2016	SALARY GRADE:	CFAD 25

BASIC FUNCTION: Under the direction of the Chief Academic Officer, the Executive Director of Personalized, Professional Learning will lead the District's effort to train and develop school site administrators and teachers. The Executive Director is responsible for setting the vision, strategy and priorities for the professional development of current and future school leaders and teachers, and working closely with Network and Deputy Network Superintendents and Teaching and Learning leaders to implement professional learning. The Executive Director is responsible for designing, implementing and/or facilitating the professional learning for school leaders and teachers in a variety of modalities including online learning.

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 professional learning plan for the District, which includes a continuum of professional development and support services for a range of leaders and teachers, from emerging to experienced staff.

Work under the direction of the Chief Academic Officer, in collaboration with Teaching and Learning, Chief of Schools, Office of Post-Secondary Readiness staff, Network and Deputy Network Superintendents, District Leadership, Talent Division and principals to determine leadership development priority needs.

Design, implement and facilitate the Teacher Summer professional development plan and learning.

Design, plan and facilitate blended professional learning opportunities using the newly adopted Professional learning platform and curate existing external content and create OUSD specific courses for online/blended professional learning.

Work strategically with CAO and team to develop new teacher support with blended professional development opportunities.

Serve as the lead for the professional development platform and create a strategic three year plan of gradually increasing the use of technology to deliver professional learning for principals, teachers and central office staff.

Design, implement and coordinate professional development sessions and activities, and mentorship program for beginning principals, assistant principals and teachers in collaboration with the Academic, Schools and Talent Divisions.

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 and teacher development and meetings.

Coordinate the planning and implementation of the annual Instructional Leaders Institute and Teacher Professional Learning Institutes each summer.

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.

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 and teacher 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, teachers and central office staff.

Coordinate and develop professional development sessions and activities for prospective school-based administrators, teachers and central office staff.

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

Ensure that professional learning is aligned, effective and engaging for adults at every level of the system by creating an operational structure; standardize processes for professional learning and create quality standards and tools for District and school level professional learning.

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:

Blended, personalized learning practices for student and adult learning

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 using an online platform for professional learning

Various technology apps and 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

Understanding and belief in theory and practice of teacher leadership and teacher leadership teams

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, Next-Generation Science Standards, Content Standards, Curriculum, Multi-Tiered Systems of Support, Full Service Community Schools, Universal Design for Learning, Social-Emotional Learning, Personalized Learning

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

PREREQUISITES

Master's Degree or its equivalency required in classroom teaching, evaluation, research, coaching, curricular implementation, administration, and professional development

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 and/or a teacher-leader at a high-performing school (strongly preferred) or school system leader

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

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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