

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

August 9, 2017

<b>Legislative File</b>	
File ID Number:	17-1512
Introduction Date:	08/09/2017
Enactment Number:	17-1132
Enactment Date:	8-9-17
By:	

TO: Board of Education

FROM: Kyla Johnson-Trammell, PhD., Superintendent  
Tara Gard, Deputy Chief Talent Officer, Talent Division

SUBJECT: Creation/Revision of Job Descriptions – Departments, As Assigned

**ACTION REQUESTED**

Approval by the Board of Education of Resolution No. 1718-0001 for the creation/revision of job descriptions for Departments, As Assigned:

1. Coach, Career Technical Education;
2. Coach, College and Career Pathways;
3. Coordinator, Post-Secondary Readiness;
4. Director, PreK-12 STEM;
5. Program Manager, Newcomer and Refugee/Ayslee.

**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. 1718-0001 for the creation/revision of job descriptions for Departments, As Assigned:

1. Coach, Coach, Career Technical Education;
2. Coach, College and Career Pathways;
3. Coordinator, Post-Secondary Readiness;
4. Director, PreK-12 STEM;
5. Program Manager, Newcomer and Refugee/Ayslee.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1718-0001**

- Departments, As Assigned -

**Creation/Revision of Job Descriptions**

- Coach, Career Technical Education; Coach, College and Career Pathways; Coordinator, Post-Secondary Readiness; Director, PreK-12 STEM; Program Manager, Newcomer and Refugee/Ayslee -

**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. Coach, Career Technical Education;
2. Coach, College and Career Pathways;
3. Coordinator, Post-Secondary Readiness;
4. Director, PreK-12 STEM;
5. Program Manager, Newcomer and Refugee/Ayslee.

Passed by the following vote:

AYES: Jody London, Aimee Eng, Jumoke Hinton Hodge, Roseann Torres, Vice President Nina Senn and President James Harris

NOES: None

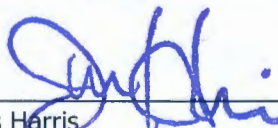
ABSTAINED: None

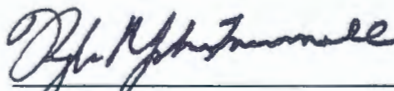
ABSENT: Shanthi Gonzales

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 August 9, 2017.

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**OAKLAND UNIFIED SCHOOL DISTRICT**

  
James Harris  
President, Board of Education

  
Kyla Johnson-Trammell, EdD.  
Superintendent and Secretary, Board of Education

**OAKLAND UNIFIED SCHOOL DISTRICT**

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**BUDGET IMPACT**

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**RECOMMENDATION**

Approval by the Board of Education of Resolution No. 1718-0001 for the creation/revision of job descriptions for Departments, As Assigned:

1. Coach, Coach, Career Technical Education;
2. Coach, College and Career Pathways;
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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coach, Career Technical Education</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</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 or days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2017</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under minimal supervision, support the District's strategic plan to graduate students who are college, career, and community ready. Improve the quality of academic instruction in Linked Learning College and Career Pathways through integration of Career Technical Education standards, contextualization, and increased relevancy.

**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:

#### Addressing CTE Standards through High Quality Instruction and Performance Assessments:

Assess the curricular and instructional needs of CTE pathways based on observation of existing practices and conversations with site-embedded staff.

Observe and provide direct and regular classroom coaching to ensure high quality instruction towards the CTE standards.

Assist in the development of pathway graduate capstone projects that are consistent with district expectations and that address the CTE standards unique to that pathway. This may include supporting professional learning communities focused on improving student performance on the graduate capstone project.

Support the development of CTE curriculum and performance assessments that are aligned to the graduate capstone project and integrate CTE, Common Core, NGSS and SEL standards into the curriculum and task design.

Support integration of CTE Standards into all pathway courses to ensure that pathways are addressing the CTE theme and are achieving instructional coherence.

Support integration of CTE Standards into a 9<sup>th</sup> grade Ethnic Studies course in order to develop student career identity and career decision-making self-efficacy.

Support the development of professional learning communities for CTE teachers where they reflect on and improve the quality of their instruction, curriculum and student supports required for students to successfully master CTE industry standards. These collaboration spaces may be site-based or may bring together teachers from similar industry sectors from different sites.

#### CTE Integration into Linked Learning Pathways:

Provide expertise in industry and CTE standards to pathways in order to inform their development of coherent, meaningful, and rigorous programs of study and CTE course sequences.

Partner with Work-Based Learning Liaisons (WBLL) (where they exist) to develop and coordinate job shadowing, student internships, teacher externships, guest speakers, field trips, and other experiential learning experiences that support the CTE curriculum.

Communicate effectively to ensure coordination among CTE teachers, pathway teachers, WBLLs, pathway coaches, the District Linked Learning office and the community.

Support CTE teachers with certification process and provide documentation for state based reports.

Provide progress monitoring reports on the development of the CTE industry pathways.

When appropriate, attend regular pathway collaboration meetings.

Provide cross-training to other staff members within the department and possibly in other departments.

Support in grant writing and concept development in order to secure additional funds to support innovation of the CTE pathway.

**CTE Alignment with Programs of Study:**

Collect, analyze and disseminate community partner data for business, community, and post-secondary partners.

Monitor and support Perkins and CTEIG funding that support Career and Technical Education; monitors budgets appropriate to ensure efficient and appropriate use of funds.

Analyzes data regularly and uses data to refine programs and strategy.

Designs and implements a systematic plan to build teacher knowledge, skill and leadership to ensure long term improvements in student outcomes.

Support in determining strategic allocations of Perkins, CTEIG and CTE facilities funds in order to build out the CTE Pathway at the school.

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:**

California Department of Education CTE Standards for the Industry Sector, i.e., [California CTE Standards](#)

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

Current District curriculum and school instructional programs in assigned area

Linked Learning Framework

District's strategic plan

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

Methods to interpret apply and explain rules, regulations, policies, and procedures

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy



Planning, organization and coordination needed for assigned program

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

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

Correct English usage, grammar, spelling, and punctuation

Principles and practices of effective leadership, supervision and evaluation

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

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

**ABILITY TO:**

Interpret, apply, and explain rules, regulations, policies and procedures

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Manage multiple projects simultaneously

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Maintain accurate records

Cross-train department personnel

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

A Bachelor's degree from a regionally-accredited college or university in any major

Three (3) years of College and Career Pathways or Small Learning Community teaching experience in any subject

Valid California CTE Teaching Credential or valid equivalent document

Experience as a classroom teacher required

Industry experience (outside of education) 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:**

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>Coach, College and Career Pathways</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</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 or days and hours as assigned</b>
<b>ISSUED:</b>	<b>Created: June 2014 Revised: July 2017</b>	<b>SALARY GRADE:</b>	<b>ADCL 14</b>

**BASIC FUNCTION:** Under minimal supervision, support the District's strategic plan to ensure all students are college, career and community ready. Promote the District's mission of graduating students who are college, career, and community ready by leveraging relationships within the local and national communities to ensure all secondary school students, including those with alternative educational needs, have the means, opportunity, and preparation to attend college and to function effectively in the work place. Develop, coordinate and manage the College and Career Pathways and other initiatives aimed at helping more students succeed academically, including a comprehensive program of business and community internships and work experiences that bring community partners and the District together to achieve this goal.

**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, promote and participate in the establishment and practice of pathway Communities of Practice that support student achievement of pathway student learning outcomes, the OUSD Graduate Profile and College, Career and Community Readiness.

Develop and implement pathway coaching plans that support a cycle of continuous improvement that are aligned to the Linked Learning model of high quality college and career pathways improvement for the purpose of achieving "Certified" status in the Linked Learning Pathway Quality Review.

Serve as the pathway contact person for business, community, and post-secondary partners for instructional and advisory supports aligned to pathway student learning outcomes and work-based learning goals.

Facilitate assessment of Behaviors of Learning and Teaching (BLT) and create and lead appropriate pathway staff development BLTs including, Inquiry and/or Project Based Learning, Analysis of Student Work, Communities of Practice, Curriculum Mapping, and Development of Cross Discipline Integrated lessons and projects.

Serve as the liaison among faculty and leadership in the school in developing and sustaining college and career pathways.

Partner with the school site principal, community school managers and instructional leadership team to implement and advocate for the college and career pathway improvement plans for his/her high school.



Serve on school leadership team and school site council to align College and Career Pathway District initiatives with the school improvement plan.

Serve on the master scheduling school site team which develops and updates scheduling of students for proper placement and purity in pathways and common planning time for pathway teachers.

Coordinate a 9<sup>th</sup> grade Academy recruitment program including student application, selection, and acceptance to ensure academies reflect the demographics of the school site.

Coordinate academy outreach and awareness at local middle school feeder schools.

Serve as the liaison between school sites, academy directors and the District Linked Learning office.

Attend regular academy collaboration meetings to support academy functions.

Advise site level administrators and teachers on the 9<sup>th</sup> grade advisory curriculum pertaining to academies.

Support the development of and ensure the completion of pathway action plans, calendar of events and budget for pathways.

Coordinate and implement pathway advisory boards with support from the OUSD Workforce Development Coordinator, school site community school manager, and CTE Specialist.

Develop and coordinate job shadowing, student internships, teacher externships, guest speakers, field trips, and other experiential learning experiences.

Support the development of dual enrollment/articulation agreements between high school and post-secondary partners.

Collect, analyze and disseminate community partner data for business, community, and post-secondary partners.

Provide cross-training to other staff members within the department.

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:**

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 in assigned area

Linked Learning preferred

Strategic direction of the District

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

Methods to interpret apply and explain rules, regulations, policies, and procedures

Effective project management

Local and national career preparedness trends

Interpersonal skills using tact, patience, and courtesy

Planning, organization and coordination needed for assigned program

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

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

Correct English usage, grammar, spelling, and punctuation

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

Budget preparation and management to ensure fiscal responsibility

Presentation, communication, and public speaking techniques

Computer software, hardware, and related technology

**ABILITY TO:**

Interpret, apply, and explain rules, regulations, policies and procedures

Communicate effectively in English both orally and in writing

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Manage multiple projects simultaneously

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Maintain accurate records

Cross-train department personnel

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

A Bachelor's degree from an accredited college or university in any subject

Three (3) years of College and Career Pathways or Small Learning Community teaching experience in any subject

Experience as a classroom teacher required

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.

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Post-Secondary Readiness</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</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: July 2017</b>	<b>SALARY GRADE:</b>	<b>ADCL 16</b>

**BASIC FUNCTION:** Under minimal supervision, the Post-Secondary Readiness Coordinator assists the District and school leaders with developing and implementing aligned programs and services focused on promoting student success, support, and preparation for post-secondary education, starting at the middle school level through high school. Develop, coordinate, and manage a myriad of 6-12 grade college readiness activities in the District and in collaboration with community partners that lead to increased advanced placement, graduation rates, college-going and college persistence rates, and decreased remediation rates.

**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:

Support, develop, and assist with the effective implementation, and continuously provide support in order to improve the District's Post-Secondary Readiness programs and services, to include but not limited to, summer and year-round Academic Recovery (APEX), Advancement Via Individual Development (AVID), Advanced Placement, International Baccalaureate (IB), and Dual and Concurrent Enrollment.

Assist in the development and coordination of 6-12 college readiness activities that promote a college-going mindset among students (i.e., facilitated college campus visits, assisting with the college search process, administering college exploration tools, SAT, PSAT, and ACT registration, college applications and essays, the financial aid process including the Free Application for Federal Student Aid (FAFSA), and array of scholarship applications, etc.).

Work collaboratively with external partners in the coordination of Post-Secondary Readiness Programs including College Board, East Bay Consortium, Center for Education Programs, and East Bay College Fund; identify additional opportunities for new community partnerships, as needed.

Partner with middle school leaders and teachers to create, implement, and evaluate opportunities for students in the middle grades to explore career options and provide career exploratory programs at the school site and in the community.

Work collaboratively across departments to ensure the effective and efficient operation of Post-Secondary Readiness Programs; develop efficient systems and manage logistics for program preparation and implementation.

Support and work with site principals and school counselors to meet operational deadlines set to provide systematic and equitable Post-Secondary Program offerings for all students.



Support and work closely with the site leaders to meet the operational deadlines set for the A-G course development process.

Coordinate and support a Post-Secondary Readiness online learning program implementation (i.e., student account creation, program development, communication with sites, applicable user training, etc.); coordinate and facilitate interactions between online learning vendors and 6-12 grade principals/teachers.

Coordinate support to students on the technological tools that help guide the college and career planning and preparation process.

Establish and maintain communications with community agencies and the District's Family, Schools and Community Partnerships department that serve Homeless, Foster and Refugee youth to ensure students, parents and guardians are informed and engaged.

Provide increased accountability by capturing and analyzing data to track student success and participation in meeting the A-G graduation and college admission requirements.

Develop resources and coordinate professional development for District staff such as college-going culture specifics and support for students and families in: academic preparation from middle through high school; high school graduation requirements; college and scholarship applications, and financial aid.

Collaborate with school counselors, teachers, and school site principals to create, maintain, and deliver current information on A-G requirements to District school personnel, students, parents, and community partners.

Collaborate with the Communications Department and other District offices to engage parents in understanding the importance of college access and financial aid through a variety of communication strategies.

Research, evaluate and present best practices in Post-Secondary Readiness strategies.

Recruit, hire, develop, support, supervise and evaluate staff.

Monitor fiscal compliance of programs.

Provide cross-training to other staff in the department.

Perform related duties as assigned.

#### **QUALIFICATIONS:**

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#### **KNOWLEDGE OF:**

Successful strategies for working with diverse students, especially African American, Latino, English Learners and other underserved populations

Strategies, funding opportunities and community contacts for assigned program

Federal and state regulations in areas of responsibility

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

Correct English usage, grammar, spelling and punctuation

Telephone techniques, systems and etiquette

Student Information Systems (e.g., Aeries/Eagle Software)

High School transcripts and processes for applying and translating credits toward graduation

Master Scheduling for small and large high schools

Presentation, communication and public speaking techniques

Principles and practices of effective leadership

Planning, organization and coordination needed for assigned program

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

Correct English usage, grammar, spelling, and punctuation

Current computer software, hardware, and related technology

**ABILITY TO:**

Create master schedules for high schools and programs of varying size

Analyze student records in aggregate to understand credit recovery needs

Write grant proposals and seek further funding

Work with multiple departments, city offices, and business leaders of organizations and agencies and District departments to get additional resources for programs/students and to align with existing programs

Identify professional development activities for staff and for appropriate District employees on topics related to effective interventions and post-secondary transitions

Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class and sexuality

Demonstrate leadership and effectiveness in bridging to members and organizations of all communities

Work successfully with all identifiable community groups

Recommend and assist in the formulation and implementation of operating procedures and policies

Plan, prepare and deliver oral presentations

Communicate clearly, understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions; work independently

Work with computer software, hardware, and related technology

Meet schedules and deadlines

Complete work accurately and as directed despite many interruptions

Work independently and manage multiple projects with limited oversight from manager

Maintain records, analyze situations accurately and take appropriate action

Organize, coordinate and prioritize a large volume of activities, programs and services

Operate personal computer, related software, and other office equipment

**PREREQUISITES**

Any combination of education, training and/or experience equivalent to: a Bachelor's degree and five years of project management experience required

Master's degree preferred

**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; periodic evening and weekend work

**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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Enactment Date:	8-9-17
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Director, PreK-12 STEM (Science, Technology, Engineering, and Mathematics)</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</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 2017</b>	<b>SALARY GRADE:</b>	<b>A227 Range 19</b>

**BASIC FUNCTION:** Under direction of assigned supervisor, the primary responsibility of the Science, Technology, Engineering, and Mathematics (STEM) Director is to:

- Direct the development of a cohesive District STEM vision and curriculum strategy that guides the K-12 implementation of STEM interdisciplinary and applied approaches to learning;
- Direct the collaboration and integration of the central Science and Math content teams to support the development and implementation of the District's core academic program, i.e., curriculum, instruction, and assessment, in alignment with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD), and Social-Emotional Learning (SEL) standards;
- Direct the central Science and Math content teams, in collaboration with other OUSD central leaders (notably Linked Learning), through design and re-organization work that integrates the current, separate work streams of these teams to support the STEM vision and strategy;
- Collaborate with other central leaders to lead and curate professional learning systems that build educators' capacity to:
  - o ensure diverse learners meet the demands of adopted standards (CCSS, NGSS, ELD, SEL) and effective classroom implementation of the instructional core in Science, Mathematics, and integrated STEM contents;
  - o implement effective intervention/acceleration strategies that improve the academic outcomes of struggling students; and
  - o gather student performance and adult practice evidence and monitor the site's Tier 1 instruction and implementation of a Multi-Tiered System of Support (MTSS).
- Collaborate with other central leaders to guide and support school principals and school Instructional Leadership Teams to implement quality site professional learning plans, through the four professional learning levers: 1. personalized learning, 2. teacher observation & feedback, 3. teacher team (Professional Learning Community [PLC]) collaboration, and 4. classroom-based coaching & mentoring;
- Support Network Superintendents and network leadership to plan and implement a quality network professional learning plan, through the four professional learning levers.

**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, organize, and facilitate the development of a cohesive District STEM (Science, Technology, Engineering, and Mathematics) curriculum strategy that guides the K-12 implementation of STEM interdisciplinary and applied approaches to learning.

Manage the central Science and Math content teams, including but not limited to, planning and facilitating with Linked Learning and other District central leaders the design and re-organization of various departments' work streams to support the STEM strategy.

Plan, organize, and facilitate the central Science and Math content teams in the development and implementation of the District's core academic program (curriculum, instruction, and assessment) in alignment with the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and Social-Emotional Learning standards.

Plan and facilitate with key OUSD leaders the professional learning systems that build educators' capacity to

- ensure diverse learners meet the demands of adopted standards (CCSS, NGSS, ELD, SEL) and effective classroom implementation of the instructional core in Science, Mathematics, and integrated STEM contents;
- implement effective intervention/acceleration strategies that improve the academic outcomes of struggling students; and
- gather student performance and adult practice evidence and monitor the site's Tier 1 instruction and implementation of a Multi-Tiered System of Support (MTSS).

Plan and facilitate with key District leaders the supports that guide school principals and school Instructional Leadership Teams to implement quality site professional learning plans, through the four professional learning levers: 1. personalized learning, 2. teacher observation & feedback, 3. teacher team (PLC) collaboration, and 4. classroom-based coaching & mentoring.

Manage central Science and Math teams to support Network Superintendents and the network leadership to implement quality network professional learning plans, through the four professional learning levers.

Manage central Science and Math teams to lead collaboration with Network Superintendents, site administrators, and teachers to ensure academic programs and services are coordinated and aligned in the schools and are administered uniformly and equitably.

Prepare and manage team budgets to ensure fiscal responsibility and compliance with federal, state, and District mandates.

Develop, monitor, and evaluate the operational systems and processes relevant to the science, mathematics, and STEM content, including particularly management of instructional materials and assessment.

Collaborate with network and site leadership in data collection on adult practice (e.g., learning walks, content inventories, and classroom observations) and in cycles of inquiry and planning based on this data.

Seek grant funding opportunities to implement the District's strategic plan, the department's focus areas and other areas as needed.

Establish and maintain partnerships with community stakeholders and organizations.

Oversee and coordinate the development and implementation of online academic professional learning management systems.

Serve as a BTSA (Beginning Teacher Support, Development, and Assessment) mentor.

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.

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:**

California Department of Education frameworks governing scope of work such as: STEM curriculum strategies, Common Core State Standards, Next Generation Content Science Standards, English Language Development Standards, Multi-Tiered Systems of Support, Full Service Community Schools

STEM interdisciplinary strategies and practices

Current District curriculum and school instructional programs

Cognitive Coaching Curriculum

Adult learning theory

Strategic direction of the District

Utilization of various forms of assessment to guide and design instruction

Culturally responsive pedagogy

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

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

Various District bargaining unit contracts related to employee evaluation

Planning, organization and coordination needed for assigned program

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

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

Interpersonal skills using tact, patience, and courtesy

Correct English usage, grammar, spelling, and punctuation

Implement plans and evaluate their outcomes

Principles and practices of effective leadership

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

Budget preparation and management to ensure fiscal responsibility

Telephone techniques, systems and etiquette

Presentation, communication, and public speaking techniques

Principles and practices of supervision and evaluation

Computer software, hardware, and related technology

**ABILITY TO:**

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

Interpret District collective bargaining contract language

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Communicate effectively in English orally and in writing



Model effective communication skills using tact, patience, and courtesy to understand and respond to the needs and expectations of team members and others

Analyze, interpret and communicate data

Motivate and support adults to transform their practices

Plan, organize, and complete work to meet established timelines and deadlines

Analyze situations accurately and adopt effective course of action

Manage multiple projects simultaneously

Implement plans and evaluate their outcomes

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

Participate in District approved professional development to maintain current knowledge of evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Supervise, coach, and evaluate assigned personnel

Operate personal computer, related software, and other office equipment

### **PREREQUISITES**

A Bachelor's degree from an accredited college or university

Five (5) years of experience leading curriculum development and instructional support

Master's degree preferred

Bilingual skills preferred

Valid California Administrative Services Credential

Valid California Teaching Credential with English Learner authorization

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	
File ID Number:	17-1512
Introduction Date:	08/09/2017
Enactment Number:	
Enactment Date:	
By:	



## OAKLAND UNIFIED SCHOOL DISTRICT

### Position Description

<b>TITLE:</b>	<b>Program Manager, Newcomer and Refugee/Asylee</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</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: July 2017</b>	<b>SALARY GRADE:</b>	<b>ADCL 15</b>

**BASIC FUNCTION:** Under direction of assigned supervisor, the Newcomer and Refugee/Asylee Program Manager facilitates the collaboration between the District and newcomer students and families, social services, schools, student services, educational partners, community organizations, and government agencies to ensure the social, emotional, and educational needs of the newcomers attending Oakland Unified schools are being met. The Program Manager promotes and support the OUSD Strategic Plan to create equitable opportunities for learning and success that ensure all students are college and career ready and plays an integral role in achieving the mission and goals of a Full Service Community District by providing support to schools and families.

**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:

Supervise staff in English Language Learner and Multilingual Achievement (ELLMA) Student Services office to ensure that services for newcomer students are accessible and efficacious to meet the academic, social, and emotional needs of newcomer students and families to OUSD.

Lead professional development for site-based support staff, teachers, and Community Based Organizations (CBOs) around services available for newcomer students to enable equitable access to these supports and to build capacity of staff within schools and CBOs.

Facilitate the delivery of timely, accurate, accessible and language-specific information to families of newcomer students about OUSD and community services relevant to their needs.

Manage outreach to schools, governmental entities, families, students, refugee resettlement organizations, county-funded Social Adjustment Service Providers, and other community-based organizations to coordinate and expand effective programming, resolve issues and conflicts, and exchange information in support of refugee and asylee students and their families.

Establish and sustain systems to manage and maintain quality partnerships including regular meetings, planning sessions, collaborative problem solving and agreements to ensure open and ongoing communication and collaboration in support of students' needs.

Provide to department leadership recommendations for goals for the program in conjunction with key community partners and in compliance with grant mandates, District and ELLMA goals, and changing student and school site needs.



Partner with school sites, District departments and refugee service agencies to ensure access to a wide array of academic and enrichment supports.

Facilitate the identification of different subgroups of newcomer students, including refugees, asylees, and Unaccompanied Immigrant Youth, and enroll these students in appropriate schools, assist with school choice and transfers, and facilitate outreach to each newly resettled refugee community.

Coordinate referrals to legal service providers for asylum-seekers and ensure access to all applicable services for recently granted Asylee students, including public benefits and youth employment opportunities.

Coordinate services for and directly outreach to school-aged refugee/asylee youth who have left school and work with school and community partners to re-engage students with school and facilitate their re-enrollment; communicate enrollment issues to District enrollment staff, as applicable.

Obtain and distribute school readiness supplies and materials to refugee and asylee children and youth and their families. Cultivate and manage partnerships with voluntary, faith-based and other local partners to coordinate donations of supplies.

Collaborate as needed with District transportation department to provide transportation assistance for refugee and asylee children and youth and their families.

Provide students and families with school orientation and support with student placement and choice, workshops for families on OUSD/U.S. school norms, access to key community and school-based support services (such as after school programs, summer programs, and enrichment programs), needs- assessments, student support plans, and access to translation services.

Support schools with family-school communication and engagement. Connect refugee/asylee students and families with tutoring, counseling and mentoring services as needed.

Collaborate with District parent and family engagement staff to provide parent education programs through partnership with school sites, community navigators, OUSD Adult Education and local partner agencies.

Maintain coordination with IT to sustain newcomer student data in district databases to document refugee status, identify needs, services brokered and received, and track the impact on school attendance and achievement.

Collaborate with District partners to design Districtwide newcomer summer programming for Refugee and Newcomer English Language Learners as well provide referrals to other District summer programs as well those offered in the community.

Support maintenance of grants including proposal writing, report writing and grant compliance.

Partner with the District Talent Division and other offices to identify sources for recruitment; actively participate in the recruitment and selection process for ELLMA staff, summer enrichment programs, and community volunteers. Compile and submit contracts, and oversee progress and activities of contractors.

Supervise, train, and evaluate personnel funded by grants and other sources, as assigned.

Provide cross-training to other District personnel related to ELLMA services.

Stay abreast of current policies associated with the refugee program and current refugee resettlement trends to ensure district compliance with laws and procedures and make recommendations/advocate for changes that will result in more effective and efficient operations and services in the District.

Advocate for refugee/asylee students by serving as district liaison to local, regional, state and federal agencies, and partner with district and community partners to advocate for local resources for refugee/asylee students and families.

Prepare and present written and oral reports for the appropriate District leaders, agencies, private providers, community, and other audiences.

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 issues pertaining to immigration in relation to the refugee resettlement, newcomer education and changes in federal immigration policy

Local health and education services

Related community agency organization, resources and services

Budgetary principles and practices

Highly difficult, technical educational, cultural, social, and recreational programs

Advanced training techniques; correct English usage, grammar, spelling, and punctuation

Telephone techniques, systems and etiquette

Interpersonal skills using tact, patience and courtesy; good communication skills and techniques

Applicable federal, state, and District codes, regulations, policies and procedures

Principles and practices of evaluation and supervision

Collection and organization of information including electronic data

Methods to interpret apply and explain rules, regulations, policies, and procedures

Computer software, hardware, and related technology

Training programs and techniques

Facilitation practices and skills

**ABILITY TO:**

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

Ensure the development and implementation of communication with appropriate agencies to develop effective newcomer services

Identify, contact, develop and coordinate community and educational resources

Prepare clear, concise and comprehensive reports, recommendations and assessments

Make effective oral presentations to individuals and groups

Establish and maintain effective working relationships with, school district staff and agency personnel, and others contacted in the course of work

Perform a variety of highly difficult, technical duties involving specialized knowledge and independent judgment

Prioritize responsibilities to provide timely support to schools in using a broad range of tools and activities

Communicate clearly; understand and interpret District and other rules, policies and procedures

Understand and follow oral and written directions

Work independently

Work with computer software, hardware, and related technology

Meet schedules and timelines

Maintain records

Analyze situations accurately and take appropriate action

Work cooperatively with others



Complete work accurately and as directed with many interruptions

Organize, coordinate and prioritize a large volume of activities, programs and services

Identify and resolve school site and other issues in a timely manner

Train employees and others

Prepare presentations and use expert facilitation skills

### **PREREQUISITES**

Bachelor Degree from an accredited college; 3 years of relevant experience working with related student populations and at least one (1) year of leadership or supervisory experience; experience working with newcomer students

Master's degree in related field preferred

Experience working with immigrant youth in an urban school district environment preferred

Experience developing and facilitating community partnerships on behalf of immigrant youth preferred

Proficient in California education codes, Welfare and Institutions codes, and other laws and protections governing the education rights of foster children and youth and their families

Combination of skills, education, experience and ability to fulfill all representative duties associated with this position

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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