

Board Office Use: Legislative File Info.	
File ID Number	24-1277
Introduction Date	05/08/2024
Enactment Number	
Enactment Date	



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief of Talent

Meeting Date May 8, 2024

Subject Creation of Job Descriptions – Executive Director, Elementary Instruction - Continuous School Improvement Division and Executive Director, Secondary Instruction - Continuous School Improvement

Action Requested Adoption by the Board of Education of Resolution No. 2324-0183 - Creation of Job Descriptions – Executive Director, Elementary Instruction - Continuous School Improvement Division and Executive Director, Secondary Instruction - Continuous School Improvement.

Creation:

1. Executive Director, Elementary Instruction; and
2. Executive Director, Secondary Instruction.

Discussion

The Talent Division recommends approval of two job descriptions as part of work to revise and update the job classifications needed to implement the Public Works reorganization recommendations. These positions create greater clarity of roles that reflects the scope and responsibilities for the position.

Creation:

Job Description/Position/Title/FTE

Executive Director, Elementary Instruction

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFCA 261 Range 25

Range 25: \$125,639.84 – \$160,361.31

261 days, 7.5 hours (FT)

Creation:

Job Description/Position/Title/FTE

Executive Director, Secondary Instruction

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFCA 261 Range 25
Range 25: \$125,639.84 – \$160,361.31
261 days, 7.5 hours (FT)

Details of Creation:

The CSI Division is implementing the reorganization plan which suggested that 3 positions leading the Academic Department be consolidated into 2 positions, leading grade-spans (Tk-5 & 6-12) and report to Network Superintendents. The Executive Director will lead the academic work for Elementary or Secondary.

Fiscal Impact:

None. No salary change or increase to FTE. The cost for these positions will remain the same as previous years, in LCFF Supplemental funding.

Recommendation

Adoption by the Board of Education of Resolution No. 2324-0183
Creation of Job Descriptions – Executive Director, Elementary
Instruction - Continuous School Improvement Division and Executive
Director, Secondary Instruction - Continuous School Improvement.

Creation:

1. Executive Director, Elementary Instruction; and
2. Executive Director, Secondary Instruction.

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2324-0183**

- Revision of Job Description – Executive Director, Elementary Education and Executive Director, Secondary Education - Continuous School Improvement Division -

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 aligns 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 determines that the following positions are created as set forth in the attachments and shall be established on the respective salary schedule/range effective 12:01 a.m., May 9, 2024, as follows:

Creation:

Job Description/Position/Title/FTE

Executive Director, Elementary Instruction

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFCA 261 Range 25

Range 25: \$125,639.84 – \$160,361.31

261 days, 7.5 hours (FT)

Creation:

Job Description/Position/Title/FTE

Executive Director, Secondary Instruction

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFCA 261 Range 25

Range 25: \$125,639.84 – \$160,361.31

261 days, 7.5 hours (FT)

Fiscal Impact:

None. No salary change or increase to FTE. The cost for these positions will remain the same as previous years, in LCFF Supplemental funding.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of the job descriptions as so stated above.

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We 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 on May 8, 2024.

OAKLAND UNIFIED SCHOOL DISTRICT

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By:	

Benjamin Davis
President, Board of Education

Kyla Johnson Trammel
Superintendent and Secretary, Board of Education

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JOB DESCRIPTION

POSITION DETAILS	
Position Title	Executive Director, Elementary Instruction
Classification Category	Certificated Management
Bargaining Unit	Unrepresented
Work Year	261
Work Month	12
Work Hours	7.5
Salary Schedule	CFCA 25
FLSA Status	Exempt
Department	Academics or as assigned
Reports to	Network Superintendent(s)
Supervisory	Executive Management
Classification Established	March 2024
Date(s) Revised	

POSITION SUMMARY [BASIC FUNCTION]

Under minimal direction, the Executive Director Elementary Instruction is responsible for designing and implementing a quality TK-8 instructional program, understanding the academic needs of our students and implementing the best strategies for meeting those needs in alignment with the Federal, State and District goals and objectives. The Executive Director of Elementary Instruction ensures the use of effective instruction in every classroom for every student, every day; through innovative instructional approaches to transform the teaching and learning in all our District schools.

The Executive Director of Elementary Instruction will provide leadership to grade level/content specific educators and administrators to develop academic goals, plan instructional strategies, professional learning, assess student performance, and improve the teaching and learning through the management of the total academic program of elementary education.

ESSENTIAL DUTIES

These duties are intended only as examples of the various types of essential job duties to be performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.

- **Program Leadership:**
 - 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.
 - Attend and participate in required department and District meetings.
- **Planning and Programming:**
 - Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas.
 - Participate in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs.
 - Work collaboratively to develop and support innovative instructional models, targeted programs, and collaborative practice sharing across schools to better serve an increasingly diverse student body.
 - Provide leadership in developing plans for instructional research, pilot studies for curriculum, instruction, technology and new courses of study.

- **Curriculum and Instructional Leadership:**
 - Provide curriculum planning and implementation to include textbook adoptions, curriculum alignment, instructional strategies and practices, and student assessment program and strategies.
 - Collects and analyzes data to be effective in serving the students, staff, and families of Oakland Unified School District and to make informed decisions using qualitative and quantitative data.
 - Implement quality professional learning to all staff that are engaged with the academic program.
 - Coordinate and articulate curriculum among and between grades.
 - Maintain a District schedule for grade level articulation meetings, program assessment, curriculum development, and professional development activities to guide staff and avoid conflicts with other initiatives.
 - Develop and manage partnerships with local and national organizations specializing in curriculum and instruction.
 - Maintains awareness of best practices and provides for implementation of such practices into the curriculum, instruction, and assessment program for elementary education.
 - Identifies the need for and develops school improvement and intervention programs.
 - Collaborates with Executive Directors of key District Departments and the Executive Directors for Secondary Instruction to assure TK-12 program integration.

- **Financial Management and Strategic Planning:**
 - Advise the Chief Academic Officer on the financial needs and implications of the educational program. Administers programs within approved budget parameters including allocation of staff (FTE) resources.
 - Participate in determining allocation and redirection of FTE and to level class sizes.
 - Maintain and approve expenditures from elementary program budgets.
 - Ensure the effective operation of the academic program by delivering, managing and supporting all resources essential to increasing student achievement and providing leadership in developing, achieving and maintaining the highest quality educational programs and services in accordance with State and Federal Laws.

- **Policy Formation and Guidance:**
 - Formulate policies necessary to implement educational goals and objectives and to assure effective implementation and operation of assigned programs.
 - Establish a system for periodic review of instructional policies and administrative regulations, District-wide assessment programs and provide leadership for continued refinement of assessment policy, practices, and guidelines.
 - Assure that instructional practices, techniques, and methodology are aligned with District curriculum, policies, philosophies, and applicable laws.
 - Review and recommend language to the Board, Superintendent, and other senior leadership concerning legislation to address the needs of all students; recommend additions and/or revisions in policy, regulations, and procedures to the Chief Academic Officer for review and/or Board of Education adoption.
 - Interpret and communicate changes in federal, state, and local legislation as required.

- **Program Direction and Staff Supervision:**
 - Oversee organizational management in all assigned areas.
 - Assure that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across programs functions.
 - Assess, evaluate, and provide for training and professional development of department staff.
 - Create communication, collaboration and coordination processes that assure all staff are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support.
 - Establish an environment in which staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.

- **Program Evaluation:**
 - Establish a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs.
 - At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in need of change.
 - Prepares structured presentations to district leadership and/or the board of education to share program evaluation results.

- Collaborate with the other members of the administrative and supervisory staff to conduct classroom visitations to assess program implementation, instructional effectiveness, and student participation and performance.
- Participate in the annual process to evaluate the selection process for identifying schools to participate in the development of an improved instructional program.
- Prepare annual reports, in conjunction with collaborating Departments.
- Perform related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

- Master's degree
- Valid California Administrative Services Credential required
- Valid California Teaching Multiple Subject Credential preferred
- Five (5) years of progressively responsible experience in educational administration, including experience as a school principal
- Experience in elementary curriculum development, curriculum review/evaluation, and implementation

KNOWLEDGE & SKILLS

- **Skills:**
 - Oral and written communication;
 - Computer aptitude;
 - Listening and critical thinking;
 - Demonstrated effective leadership, time-management, decision making and problem-solving skills;
 - Public speaking and presentation skills
- **Knowledge of:**
 - Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to work scope;
 - Continuous Process Improvement (CPI) techniques and proficient data analysis skills such as data-based inquiry;
 - Instructional programs, methods, and practices to accelerate student learning and achievement;
 - California standards, curriculum frameworks and current research-based practices and trends;
 - Effective professional development practices, including data-based inquiry;
 - Formative and summative assessment instruments; and
 - 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
- **Ability to:**
 - Enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability;
 - Increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel;
 - Enhance communication, critical thinking skills, and collaboration among administrative and professional personnel
 - Promote team-building and shared responsibilities among administrative and professional personnel
 - Develop effective and actionable plans that integrate a complex set of analysis and resource decisions
 - Apply efficient management skills; identify and develop leaders to effectively manage performance; provide direction and delegate major pieces of work
 - Apply a systems approach to problem solving
 - Attract external funding to support a well thought-out plan
 - Develop effective working partnerships across all sectors of stakeholders in the community and local government
 - Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff, and the community
 - Support, monitor and evaluate instructional program effectiveness
 - Use data to develop and analyze action plans
 - Plan, implement and monitor high-leverage professional development
 - Facilitate dissent and conduct difficult and constructive conversations
 - Provide timely and actionable feedback
 - Manage and prioritize time effectively
 - Provoke, inspire and motivate people to make progress toward goals
 - Read, interpret, apply and explain rules, regulations, policies and procedures

- Demonstrate excellent and effective written and spoken communication skills in English, including content, context, communication, conciseness, grammar and usage
- Work effectively across diverse communities

WORKING CONDITIONS

Environment: Office and school site environments; fast-paced work; frequently changing environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to: Hear and speak to exchange information in person and make presentations; sitting or standing for extended periods of time; crouch and/or crawl; use hands and reach with hands and arms; dexterity of hands and fingers to operate a computer keyboard; frequently lift up to 35 pounds; have specific vision abilities to monitor various activities with children and read documents, and view computer monitors; such as: close vision, distance vision, peripheral vision, depth perception, climb or balance; and to stoop and/or kneel.

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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JOB DESCRIPTION

POSITION DETAILS	
Position Title	Executive Director, Secondary Instruction
Classification Category	Certificated Management
Bargaining Unit	Unrepresented
Work Year	261
Work Month	12
Work Hours	7.5
Salary Schedule	CFCA 25
FLSA Status	Exempt
Department	Academics or as assigned
Reports to	Network Superintendent(s)
Supervisory	Executive Management
Classification Established	May 2024
Date(s) Revised	

POSITION SUMMARY [BASIC FUNCTION]

Under minimal direction, the Executive Director Secondary Instruction is responsible for designing and implementing a quality 6-12 instructional program, understanding the academic needs of our students and implementing the best strategies for meeting those needs in alignment with the Federal, State and District goals and objectives. The Executive Director of Secondary Instruction ensures the use of effective instruction in every classroom for every student, every day; through innovative instructional approaches to transform the teaching and learning in all our District schools.

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