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Board Cover Memorandum

To Board of Education

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

Meeting Date June 25, 2025

Subject Revision of Job Descriptions – CDC Site Administrator, CDC Teacher, Director Quality Enhancement & Professional Development, Behavior Specialist – Talent/Human Resources

Action Requested Adoption by the Board of Education of Resolution No. 2425-0095 - Revision of Job Description - CDC Site Administrator, CDC Teacher, Director Quality Enhancement & Professional Development, Behavior Specialist

Revision:

1. CDC Site Administrator
2. CDC Teacher
3. Director, Quality Enhancement & Professional Development
4. Behavior Specialist

Discussion A job description must be created or revised for every new position classification. This description outlines the tasks, duties, and responsibilities assigned to the job, highlights the essential duties and responsibilities, and identifies the position's placement within the organization and its union representation.

The details provided below regarding salary range and fiscal impact are for informational purposes only. This resolution does not authorize the addition of a funded full-time equivalent (FTE) position to the District's budget. Departments seeking to add the approved position classification to their budget must go through a separate approval process that will be presented to the Board.

The Talent Division recommends approval of the following revisions to job description.

Revision:

Job Description/Position/Title/FTE
CDC Site Administrator

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: A214

Range: 76

Details of Revision:

Job description updated to include 2 years of teaching experience that may not be in the early childhood setting to allow for elementary or secondary teachers who would like to teach early childhood to use their teaching experience.

Fiscal Impact:

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

Job Description/Position/Title/FTE

CDC Teacher

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: 208

Range: 7 columns

Details of Revision:

Early Childhood Education teachers who are in a credential program to earn their PK-3 credential need the job description to reflect the PK-3 credential for compliance in their program.

Fiscal Impact:

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

Job Description/Position/Title/FTE

Director, Quality Enhancement & Professional Development

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFAD

Range: 22

Details of Revision:

This position should be certificated as it supervises Teachers on Special Assignment and requires an administrative services credential.

Fiscal Impact:

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

Job Description/Position/Title/FTE
Behavior Specialist
(As Assigned) (1.0 FTE additions)

Salary Schedule/Range
Salary Schedule: WTCL 205
Range: 62

Details of Revision:

The job description was recently updated to remove a previously required qualification that had been limiting the pool of qualified applicants. Additionally, the salary range was increased to ensure the position is competitive in the current market and more attractive to highly qualified candidates.

Fiscal Impact:

The salary for this position has increased to meet market rate for competitive salary. The salary increase is within the allocated budget.

Recommendation Revision of Job Description – Multiple - CDC Site Administrator, CDC Teacher, Director Quality Enhancement & Professional Development, Behavior Specialist

Revision:

1. CDC Site Administrator
2. CDC Teacher
3. Director, Quality Enhancement & Professional Development
4. Behavior Specialist

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 2425-0095**

- Revision of Job Descriptions – CDC Site Administrator, CDC Teacher, Director Quality Enhancement & Professional Development, Behavior Specialist – Talent/Human Resources -

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., June 26, 2025, as follows:

Revision:

Job Description/Position/Title/FTE

CDC Site Administrator

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: A214

Range: 76

Fiscal Impact:

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

Job Description/Position/Title/FTE

CDC Teacher

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: 208

Range: 7 columns

Fiscal Impact:

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

Job Description/Position/Title/FTE

Director, Quality Enhancement & Professional Development

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: CFAD

Range: 22

Fiscal Impact:

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

Job Description/Position/Title/FTE

Behavior Specialist

(As Assigned) (1.0 FTE additions)

Salary Schedule/Range

Salary Schedule: WTCL 205

Range: 62

Fiscal Impact:

The salary for this position has increased to meet market rate for competitive salary. The salary increase is within the allocated budget.

BE IT FURTHER RESOLVED, that the Board authorizes the creation of the job description 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 June 25, 2025.

OAKLAND UNIFIED SCHOOL DISTRICT

Legislative File	
File ID Number:	25-1716
Introduction Date:	06/25/2025
Enactment Number:	
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By:	

Jennifer Brouhard
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Legislative File	
File ID Number:	25-1716
Introduction Date:	6/25/2025
Enactment Number:	
Enactment Date:	
By:	



OAKLAND UNIFIED
SCHOOL DISTRICT

POSITION DESCRIPTION

TITLE:	CDC Site Administrator	REPORTS TO:	As Assigned
DEPARTMENT:	Early Childhood Education	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	214 Days
Revised:	June 2025	SALARY GRADE:	A214

DEFINITION:

The site administrator is responsible for the general management and operation of the center, providing instructional leadership, and maintaining accurate records and accounting procedures in accordance with district and state guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develops and implements a program designed to meet the educational, health and developmental needs of children, in accordance with district policies, state guidelines, and federal regulations.
- Provides supervision in the development and maintenance of the learning environment conducive to the social, emotional, and cognitive development of young children.
- Provides leadership to the staff in assessing center, staff, and child needs for the purpose of determining program objectives and activities.
- Supervises and evaluates the performance of all assigned personnel at site in accordance with the district’s adopted uniform guidelines for evaluation and assessment; recommends appropriate action in cases of substandard performance and identifies and encourages individual teachers with leadership potential.
- Plans for the most effective use of curriculum materials, instructional supplies, equipment, building facilities, center grounds and community resources.
- Determines eligibility, priority for enrollment and fees; and maintains center waiting list in accordance with state guidelines, federal regulations, and district procedures.
- Maintains up-to-date records reflecting current status of each family served. Initiates appropriate action when parents are not in compliance with the state and federal regulations and district policies.
- Maintains center enrollment at capacity as identified by the department.
- Understands budget development and provides leadership focused on maintaining a balanced budget for the site.
- Works collaboratively with staff to develop professional learning communities (PLCs) that utilize best practices for student achievement.
- Implements well-designed professional development that focuses on student outcomes

MINIMUM QUALIFICATIONS:

Certificates, Licenses, Registrations: Possession of California elementary teaching and administrative/Supervision credentials authorizing service in preschool through adult education.

Training and experience: [Two years teaching experience](#) or twelve units in early childhood education or two years' experience in early childhood education or a childcare and development program. Master's degree in education or child development is desirable.

Skills must include: Demonstrated ability to work effectively with administrative superiors, colleagues, and subordinates.

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

TITLE:	CDC Teacher	REPORTS TO:	As Assigned
DEPARTMENT:	Early Childhood Education	CLASSIFICATION:	Certificated
FLSA:	Exempt	WORK YEAR/HOURS:	208 Days / 7 hours
Revised:	June 2025	SALARY GRADE:	OEA

DESCRIPTION: Under the supervision of, and in cooperation with the Site Administrator, the teacher, in a collective teaching environment, shall plan, develop and execute a program for children, aged two through five years, in harmony with the development level of the children based on the continuing assessment of the child’s individual needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise, train and assist in evaluation of assigned teaching paraprofessional personnel.
- Prepare developmental and educational materials needed to implement the planned daily activities.
- Cooperatively maintain an orderly and attractive environment conducive to the healthy growth, and development of the child.
- Work positively with parents. Hold parent conferences concerning the growth and development of the child.
- Participate, as requested, in staff and parent meetings, in-service education and conferences.
- Confer with the elementary school teacher of the child when appropriate.
- Maintain required records and reports

REQUIREMENTS:

Children’s Center Instructional Permit issued by CA Commission on Teacher Credentialing (CTC).
Evidence of sufficient judgment to handle crisis situations, and to use supervision constructively.
Valid early childhood certification

ABILITY TO:

- Relate sensitively to nursery and school age children from diverse racial, cultural and socio-economic backgrounds.
- Recognize and to record significant individual and group behavior.
- Adapt plans to meet different needs, learning
- Create an instructional program and a class environment favorable to learning and personal growth
- Establish effective rapport with students and their families
- Motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Monitor children in classrooms
- Display the use of good judgement in making decisions

- Maintain professional relationships with pupils, parents, colleagues and supervising staff members
- Communicate effectively both orally and in writing
- Maintain acceptable standards of physical health, energy, and emotional adjustment of the job environment
- Maintain consistent, punctual and regular attendance
- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Seeing to read a variety of materials

MINIMUM 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.

Licenses and Other Requirements

High School Diploma & 24+ units in Early Childhood Education courses [or PK-3 credential](#)

Evidence of sufficient judgment to handle crisis situations, and to use supervision constructively.

Valid California Class C driver's license

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Legislative File	
File ID Number:	25-1716
Introduction Date:	6/25/2025
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By:	



JOB DESCRIPTION

POSITION DETAILS	
Position Title	Director, Quality, Enhancement and Professional Development
Classification Category	Certificated Management
Bargaining Unit	UAOS
Work Year	227
Work Month	12
Work Hours	7.5
Salary Schedule	CFAD 22
FLSA Status	Exempt
Department	Early Childhood Education or as assigned
Reports to	Executive Director, Early Childhood or as assigned
Classification Established	May 2015, June 2016
Date(s) Revised	May 2025

POSITION SUMMARY [BASIC FUNCTION]

Under general supervision, this position provides quality improvement support coaching to early educators, ensuring a program's full participation in Quality Rating and Improvement System (QRIS) and a high quality early education learning environment is available to children 0-5 years old. The purpose of the Director is to support and expand early childhood educator's knowledge of early childhood best practices as well as the common tools and resources described in the Quality Continuum Framework and Professional Development Pathways through mentoring, training and technical assistance. Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations.

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.

- Coordinate the development, implementation and oversight of the Quality Improvement Plan (QIP) for Early Childhood Education (ECE) sites rated below Tier 4 on the Quality Rating and Improvement System (QRIS); align QIPs to the California Quality Matrix.
- Supervise and monitor the development and planning of resources and trainings as they relate to ECE best practices and Quality Rating and Improvement System (QRIS) including California's Quality Continuum Framework.
- Plan and implement professional development opportunities for early learning and development best practices as the elements and common tools and resources of the Quality Continuum Framework and Professional Development Pathways.
- Utilize the body of knowledge related to early learning quality, school readiness, quality coaching practices, and promising early childhood best practices to inform decisions.
- Plan and implement departmental professional development activities for continuous improvement, learning and skill acquisition and refinement.
- Ensure the QIPs and QIP action plans documentation are complete and entered into the QRIS data system.
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- Page 2 of 5 Director, Quality, Enhancement and Professional Development
- Coordinate and secure support for the Ages & Stages Questionnaire (ASQ) and the Ages & Stages Questionnaire Social Emotional (ASQ SE) implementation to ensure parents have the tools they need to interact with teachers, healthcare providers and other professionals and to identify if their child is at social or emotional risk; coordinate the assessment process.

- Serve as Instructional Leader for instructional staff in ECE Program.
- Develop and implement professional development models which focus on improving instructional practices and increasing student achievement.
- Lead staff development efforts in implementing QRIS Programming including providing professional development, coaching and support around the Early Childhood Environment Rating Scale – Revised (ECERS-R) and the Classification Assessment Scoring System (CLASS).
- Identify and prioritize materials and equipment needed in classrooms and playgrounds, and coordinate in making purchases.
- Provide resources, feedback, modeling and support to early childhood educators to support positive child outcomes.
- Deliver pre-service and monthly in-service training sessions to teaching staff.
- Monitor the implementation of District approved curricula in the classroom.
- Support the quality of all classroom practices - room arrangement, lesson plans, daily schedules, routines, and transitions to ensure their adherence to program policies.
- Collaborate with the assigned grant administrator/coordinator to carry out recommendations for program improvement.
- Supervise and support approved assessment program, developmental assessments, and children's assessment data entry and outcome reports.
- Coordinate the transition of children to Kindergarten and assist with the children's transition to their next destination at the end of the season.
- Work cooperatively with other component coordinators to plan education services.
- Attend staff training and meetings and board and parent meetings as requested.
- Assist individual staff members to identify training needs and improve knowledge and abilities.
- Complete and submit required reports to the First Five office, Assigned Grantee and Board of Directors; ensure files and documentation are complete, accurate, and confidentially maintained.
- Provide direct one-on-one support and coaching to identified staff members to improve their practice; coach early education staff to support the implementation of high quality practices in early learning programs.
- Actively participate in the development and implementation of the Teacher Professional Development Plan.
- Conduct regular site visits and develop meaningful, productive relationships with staff and families.
- Perform other duties, as may be required.
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- Perform related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

- Master's degree
- Valid California Administrative Services Credential required
- Valid California Teaching Single Subject Credential preferred
- Five (5) years of progressively responsible experience in educational administration, including experience as a school principal
- Experience in secondary 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

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Legislative File	
File ID Number:	25-1716
Introduction Date:	6/25/2025
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By:	



POSITION DETAILS	
Position Title	Specialist, Behavior
Classification Category	Classified
Bargaining Unit	SEIU
Work Year	205
Work Month	10
Work Hours	7.5
Salary Schedule	WTCL 205 / 62
FLSA Status	Non-Exempt
Department	Community Schools, Special Education or as assigned
Reports to	As Assigned
Supervisory	Non-Management
Classification Established	May 2014
Date(s) Revised	June 2016, May 2025

POSITION SUMMARY [BASIC FUNCTION]

Behavior Specialist: (1) will provide direct services and consultation to general education students, staff and parents in order to provide positive ways for working successfully with students who have difficulties conforming to acceptable behavior patterns within the general education setting; (2) will implement and/or oversee the implementation of procedures for the development and implementation of behavior assessments and positive intervention plans for general education students within Oakland Unified School District (OUSD); (3) will establish and maintain ongoing relationships with outside agencies serving District students and their families; and 4) will provide training, consultation and support to general education teachers, administrators and parents/guardians to increase the capacity of all caregivers to positively support student behavior.

ESSENTIAL 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.)

- Provide behavioral therapy, assessments and interventions services to students, staff and parents in order to increase the capacity of general education students to access curriculum in general education settings.
- Process referrals and respond to referrals of general education students for behavior intervention services.
- Complete Functional Behavior Assessments (FBAs) for students where indicated, and assist in the development of behavior plans and staff training after the completion of such assessments.
- Assist parents and staff in resolving concerns expressed at parent, teacher, and administrative conferences, and provide consultative services to parents and caregivers where indicated in students' Individualized Education Programs (IEPs) or other formalized plans of support.
- Maintain communications with the administration and instructional staff of the schools to identify needs for communications with parents.
- Lead the development and monitoring of positive behavior support plans for general education students, and facilitate consistent Behavior Support Plan (BSP) implementation by general education staff.
- Meet with instructional and support staff as needed to facilitate delivery of behavioral services for students with disabilities.
- Develop and train staff in the use of data collection systems to ensure fidelity of implementation of behavioral strategies.
- Develop and/or conduct behavior training to general education staff and parents in areas of expertise including development and implementation of effective behavior interventions including training specific to individual students, nonviolent crisis intervention and behavior case management.
- Manage and assess the need for additional adult support.
- Develop and lead professional learning for individual educators or groups of educators in behavioral topics related

to the scope of expertise

- Collaborate with staff in the development and implementation of effective school-wide programs for general education students with disturbances of behavior that may prevent them from accessing curriculum in a general education setting and to reduce the number of inappropriate referrals to Special Education.
- Ensure that student achievement is continuous and appropriate for programs and age groups; indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and/or discipline records.
- Consult with and train general education school staff and parents/guardians on matters related to positive behavior support.
- Participate in the development of ongoing relationships with other agencies serving general education students with behavioral disturbances including after-school programs, student health care providers etc...; refer parents to appropriate community services which are not available in the District, and provide a liaison between the community resources and the school.
- Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning behavioral interventions and emergencies.
- Prepare a variety of professionally written documents and reports in a timely manner.
- Assist in coordinating general education staff professional development activities.
- Participate in in-service and training to keep abreast of current trends and best practices in assigned areas of responsibility.
- Maintain confidentiality of student records and information.
- Attend department meetings.
- Perform related duties as assigned.

PREREQUISITES [EDUCATION, TRAINING & EXPERIENCE]

- Master's degree or equivalent in applied behavioral sciences, psychology, education or other related fields
- Three (3) years experience working with students with significant behavioral needs in educational or clinical settings (PreK-12 educational experience preferred)
- Experience and training in performance of functional assessments, development of behavioral plans, and training and use of emergency behavioral interventions
- Experience in the development and implementation of effective/social skills lessons
- Experience and training in appropriate curriculum, instruction, classroom management and intervention techniques
- Board Certified Behavior Analyst (BCBA®) or BCBA-D required
- Valid California Driver's License, if applicable

KNOWLEDGE & SKILLS

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:**
 - State and federal mandates as they apply to behavior assessments, functional analysis assessments, and interventions in the schools including crisis management, emergency procedures, and prohibited interventions
 - Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
 - Interpersonal communication, consultation and group leadership skills necessary to work effectively with students, parents, teachers and administrators
 - Strategies of successful research-based positive behavior management strategies
 - Applied behavior sciences
 - Planning, organization and coordination needed for assigned program
 - Meet the physical requirements of the job
 - Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff
 - Correct English usage, grammar, spelling, vocabulary and punctuation
 - Computer software, hardware, and related technology
- **Ability to:**
 - Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents

- Effectively lead/facilitate group processes
- Provide consultation and advice to teachers and other school personnel to improve the behavior of targeted students
- Maintain confidentiality
- Communicate assessment results both orally and in writing
- Use effective instructional strategies and techniques for at risk learners
- Plan, organize, implement and supervise campus-wide programs
- Visit various work sites and inspect work in progress
- Keep and compile records and reports
- Understand and carry-out oral and written directions
- Communicate effectively, tactfully and persuasively, both orally and in writing Cross-train department personnel
- Establish and maintain effective working relationships with parents, District employees and outside contractors
- Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

Sufficient vision to read printed material, see distant objects with clarity, judge distances and spatial relationships and identify and distinguish objects; sufficient hearing to hear conversation in person, on the telephone, and hear sounds clearly up to 20 feet; speak in an understandable voice with sufficient volume to be heard in normal conversation on the telephone and when addressing groups; exert up to 50 pounds of force to push, pull, drag, or otherwise move objects; lift, move and position continuous standing and walking, for extended periods of time; sufficient manual dexterity and/or mobility to grasp and/or manipulate objects and move about the work area and move between work sites

NON-DISCRIMINATION POLICY

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