

OAKLAND UNIFIED SCHOOL DISTRICT

Human Resources Services and Support

June 23, 2010

Legislative File

File ID No.: 10-1679

Introduction Date: 6-14-10

Enactment No.: 10-1251

Enactment Date: 6-23-10

By: AS

TO:

Board of Education

FROM:

Anthony Smith, Ph.D., Superintendent

Delia Ruiz, Executive Officer, Human Resources Services & Support

SUBJECT:

Creation of a Certificated Position, Office of Instructional Services

ACTION REQUESTED

Approval by the Board of Education of Resolution No. 0910-0247 for the creation of the new certificated position of Instructional Facilitator, Regional Support in Instructional Services.

DISCUSSION

As part of the District's redesign and the move to create a regionalized support structure and "place-based" strategy to create full service community schools, the creation of this position is to provide support to the Regional Executive Officer (REXO) to enable the academic and social success of all students in the region.

Create

Instructional Services

Position Title/FTE

Instructional Facilitator,
Regional Support
(12.0 FTE)

Salary Schedule/Range

K12 T: \$39,456 - \$70,933, 10 months (plus stipend)

TSA I: \$43,401 - \$78,027, 11 months

TSA II: \$47,347 - \$85,120, 12 months

(Per OEA contract, placement on salary column and step are based on degrees, units, and experience)

A Meet and Confer has been conducted with the appropriate bargaining unit.

BUDGET IMPACT

Reduction in 5.0 FTE for the Network Officer position resulted in the savings of 2.0 FTE positions at the Executive Officer, Certificated Confidential, Range 25. The Instructional Facilitator, Regional Support positions will be funded through IDEA (Individuals with Disability Education Act) and ARRA, stimulus funds. It is expected the IF, Regional Support will be an 11-month position; however, should an FTE be warranted for a 10- and/or 12-month salary range position it is hereby being submitted.

RECOMMENDATION

Approval by the Board of Education of Resolution No. 0910-0247 for the creation of the new certificated position of Instructional Facilitator, Regional Support in Instructional Services.

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**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
No. 0910-0247**

Creation of a Certificated Position, Office of Instructional Services,
- Instructional Facilitator, Regional Support -

WHEREAS, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement and to fully support sites; and

WHEREAS, it is the intent of the District to develop a regionalized, place-based approach that focuses on aligning internal and external services in support of students and families; and

WHEREAS, the District is committed to generate a productive highly trained staff able to work cooperatively and efficiently to provide a quality education experience for our students, and

NOW, THEREFORE, BE IT RESOLVED that the following creation of 12.0 FTEs and a new job description/job classification be created for Instructional Facilitator, Regional Support, attached hereto, be and hereby are approved and created, respectively, on the salary schedule/range stated below, effective 12:01 a.m., July 1, 2010.

Create

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Passed by the following vote:


AYES: **Jody London, David Kakishiba, Jumoke Hodge, Noel Gallo,
Alice Spearman and Vice President Christopher Dobbins**

NOES: **None**

ABSTAINED: **None**

ABSENT: **President Gary Yee**

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 June 23, 2010.


Edgar Rakestraw
Secretary, Board of Education
Oakland Unified School District

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OAKLAND UNIFIED
SCHOOL DISTRICT
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Position Description

TITLE:	Instructional Facilitator, Regional Support	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Instructional Service	CLASSIFICATION:	Certificated Non-Management
FLSA:	Non-Exempt	WORK YEAR/HOURS	Per OEA Contract as assigned
ISSUED:	Created: June 2010	SALARY GRADE:	K12 T: (10 months) TSA I: (11 months) TSA II: (12 months)

BASIC FUNCTION: Provide support to the Regional Executive Officer (REXO) to support the optimal use of resources in the region to enable the academic and social success of all students in the region.

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.)

E = Essential Functions

Assist the REXO to build strong strategic partnerships with families and provide parent education to support the academic program. **E**

Develop and maintain linkages with local partnerships in the community. **E**

Assist in the development of transition plans from Pre-K to K, elementary to middle school, and middle school to high school. **E**

Assist in the development of readiness tools to support transitions from Pre-K to K, elementary to middle school, and middle school to high school. **E**

Develop and support tiered support systems in schools. **E**

Support the principals' and leadership teams capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching to improve student learning. **E**

Facilitate teacher and administrator analysis, discussion, and use of benchmark and other assessments, student work, and observational data to ensure student access to standards-based instruction. **E**

Work with site and administrative leadership to plan on-going professional development in appropriate content areas. **E**

Deliver targeted professional development as directed by site principals and REXOs to support site-based leadership. **E**

Provide curricular content training to internal and external coaches. **E**

Provide and/or coordinate formal and informal professional development, including summer institutes related to research, standards, and practice for classroom teachers. *E*

Provide assistance to schools in parent education and family subject-area initiatives. *E*

Support and coach classroom teachers to implement effective instruction that is aligned with the District's instructional blueprint, curriculum, and assessments, as well as with State standards and a sites' instructional frameworks. *E*

Provide targeted content-coaching as needed to site principals to direct the development of the instructional program. *E*

Conduct classroom demonstration lessons, modeling, and elbow-coaching; assist teachers with unit and lesson planning, and build teacher collaboration for content-area instruction. *E*

Support the development of shared understanding of classroom instructional effectiveness by leading and/or participating in learning walks. *E*

Assist school staff to integrate technology applications into lessons. *E*

Attend trainings and collaborative sessions to share best practices and disseminate knowledge. *E*

Collaborate to share best practices. *E*

Assist with grant-writing to bring additional resources to the region. *E*

Ensure that school programs and services are compliant with federal, state and/or District requirements. *E*

Maintain weekly logs to document work activities that support the improvement of teaching and learning. *E*

Attend and participate in ongoing professional development including coaching strategies. *E*

Work at least 80% of time with students or in a teachers support role. *E*

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

TRAINING, EDUCATION AND EXPERIENCE: a bachelor's degree and three years of classroom teaching experience, recent relevant *experience training*, teaching and/or modeling the State and District-adopted content area program, and experience coaching classroom teachers and principals. Master's degree in education is highly desirable.

Experience working in diverse classrooms.

Experience coaching classroom teachers and working collaboratively with adult learners.

LICENSES AND OTHER REQUIREMENTS:

Valid California Teaching Credential

English Language Certification and Highly Qualified Teacher Certification required

Valid California Driver's License

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

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

State and District curriculum requirements and school instructional programs

Standards-based instruction curriculum design

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

Parent education and adult learning

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

ABILITY TO:

Analyze, interpret, and communicate data

Motivate adults to transform their practice

Deal with diverse school sites and conditions

Motivate change in unrepresented communities

Maintain current knowledge of new developments and research in the field

Develop and document short and long term plans

Communicate effectively in English orally and in writing

Communicate effectively using tact, patience, and courtesy

Prepare and deliver clear and concise presentations

Work independently, meet schedules and timelines

Establish and maintain effective working relationship among students, parents, and community

Operate personal computer, related software, and other office equipment

WORKING CONDITIONS

ENVIRONMENT:

Office environment and school sites; driving a vehicle to conduct work; fast-paced work, constant interruptions; potential contact with blood and other body fluids; potential contact with blood borne pathogens and communicable diseases; and potential violence from unstable individuals

PHYSICAL REQUIREMENTS:

Consistent mental alertness; standing, walking, or sitting for extended periods of time; mobility to conduct work at school sites and other District facilities; lift/restrain/reposition/ carry individuals to ensure safety; lift, carry, push, and pull moderate weight objects; bending and twisting at waist and neck; kneeling and bending at the waist, reaching overhead, above the shoulders and horizontally; dexterity of fingers and both arms and hands while performing duties, seeing to read, write, and use a computer; hearing and speaking to exchange information in person or on the telephone and make presentations.

Classification Creation/Elimination Routing Form

Classification: Instructional Facilitator, Regional Support

Department: Instructional Services

Human Resources

- ☒ Reviewed for compliance with appropriate format
- ☒ Reviewed for placement on appropriate salary range
- ☒ Reviewed for consistency with existing classifications

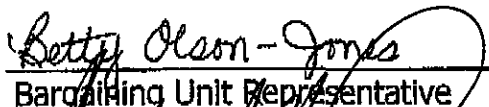
By: 
Human Resources

Date: 6/10/10

Labor Management & Employee Relations (LMER)

- ☐ Determination of appropriate bargaining unit
- ☒ Meet & Confer held with appropriate bargaining unit:

- ☐ AFSCME
- ☐ AFT
- ☐ Building & Construction Trades
- ☐ CSEA
- ☒ OEA
- ☐ SEIU
- ☐ Teamsters
- ☐ UAOS
- ☐ N/A Non-Represented

By: 
Bargaining Unit Representative

Date: 6/10/10

By: 
LMER Representative

Date: 6/10/2010



OAKLAND UNIFIED
SCHOOL DISTRICT

expect **Success**

HUMAN RESOURCES SERVICES & SUPPORT

every student every classroom every day.

New Job Description Request for Approval

Hiring Manager: Mary Buttler

Date: March 15, 2010

Department: Instructional Services

Job Description Title: Regional Support Specialist

Classification: CERTIFICATED – non-management

☒ Brand New Position

☐ Modified Position

☐ Eliminated Position, to create this one

Title of position being eliminated: _____

Select one:

☐ Superintendent/Cabinet agreed to add a **new function** to the organization based on strategic or operational needs. (e.g. emergency management, internal audit).

☐ The needs of the District require that **additional duties and/or new responsibilities** be added to an existing position in the District. These duties and/or new responsibilities must be significant and must be deemed adding value to the organization goals and strategies.

☒ Department needs to **re-organize functions** that requires a combination of revision or deletion of existing job descriptions and the addition of new job descriptions. Departmental re-organizations should be rare and must be approved in advance and should align with the strategic planning and budgeting process.

Reviewed:

Supervising Cabinet Member:


Signature

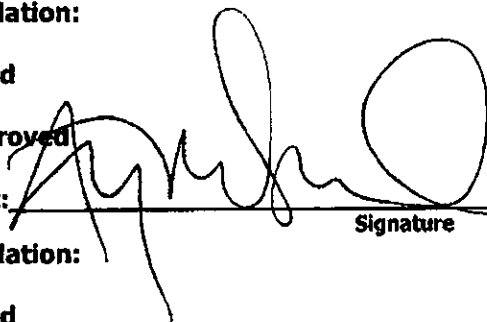
Date: 4/20/10

Recommendation:

☒ Approved

☐ Not Approved

Superintendent:


Signature

Date: 4/21/10

Recommendation:

☐ Approved

☐ Not Approved

kf v2 8.21.08