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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Director, PreK-12 STEM (Science, Technology, Engineering, and Mathematics)	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	WORK YEAR/HOURS:	227 days / 7.5 hours
ISSUED:	Created: June 2017	SALARY GRADE:	A227 Range 19

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 BTS (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.