San Francisco Unified School District
Literacy Coach
2013-2014 School Year

SFUSD MISSION AND GOALS

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

Our three primary goals focus on closing the achievement gap and diminishing the predictive power of demographics:

- **Access and Equity**: We will make social justice a reality by ensuring every student has access to quality teaching and learning.
- **Achievement**: We will ensure that every student graduates from high school ready for college and career success in the 21st century.
- **Accountability**: We will keep our promises to students and families and enlist everyone in the community to join us.

DESCRIPTION

While San Francisco Unified School District (SFUSD) is one of the highest performing urban districts in California, the district continues to struggle with ensuring that students who are African American, Latino, Samoan, English Learners and/or Special Education achieve equitable outcomes. Recognizing this need, SFUSD is continuing to take important steps to disrupt student underachievement and to build the capacity of school communities to engage in continuous improvement and accelerate student outcomes.

A key element of the district’s theory of change is to ensure that teachers have multiple opportunities to engage in high quality professional learning, including opportunities to: receive job-embedded coaching and instructional guidance, reflect on instructional practices, and plan and collaborate with colleagues around short and long-term instructional goals based on demonstrated student work or data.

SFUSD is seeking to identify a cadre of Literacy Coaches with deep content knowledge and a proven ability to positively support adult learners who will lead the district towards the development of a common vision for effective literacy instruction through providing teachers with direct instructional guidance and impactful professional development.

Literacy Coaches will either be “site-based” at the direction of a school principal or will work at the “district-level” across multiple sites at the direction of a designated Assistant Superintendent, supporting teachers in both informal and in more formalized coaching cycles around an identified aspect of instructional practice. Coaches will serve up to ten additional work days (compensated accordingly), to participate in coaching network meetings to develop protocols, professional learning modules, and role-alike training in preparation for the start of the school year.
Literacy Coaches will be selected into a central pool of qualified candidates who will then be interviewed to serve at one or more sites under the supervision of a school principal, multiple principals, or Assistant Superintendent.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Provide direct coaching and instructional guidance to classroom teachers
- Support staff awareness and working knowledge of the CA Common Core State Standards in ELA, SFUSD Core Curriculum, and available instructional material/resources
- Support K-8 classroom teachers towards the full implementation of key components of a comprehensive (balanced) approach to literacy framework in Grades K-8
- Be knowledgeable of and be prepared to model effective use of differentiated instructional strategies for diverse learners
- Be familiar with and be able to articulate the essential components of effective reading, writing and oral development instruction
- Knowledge of administering, analyzing, and using the results of reading assessments (preferable F&P)
- Provide and facilitate structures for peer coaching and student-centered lesson development support to increase teachers’ instructional knowledge and maximize student learning
- Develop classroom teacher ability to differentiate instruction to meet individualized student needs as determined by diagnostic and formative assessment data
- If a school-based Literacy Coach, collaborate with other site leaders (i.e. school administrators, Instructional Reform facilitator, Positive Behavior Coach, etc.) to support a conducive and supportive learning environment for both staff and students
- If a district-level Literacy Coach, collaborate with School Support Team members, led by an Assistant Superintendent, to provide strategic support across multiple school sites
- Collaborate with district departments to articulate coherent and comprehensive standards-based educational programs to ensure all students access the core curriculum
- Design, implement, and coordinate professional development of the adopted core and intervention curriculums, use of effective teaching strategies that support increased student achievement, and use of range of balanced assessments to inform instruction
- Support the integration of educational technology to support literacy outcomes
- Facilitate teacher work groups/common planning time or grade level team/department meetings and incorporate looking at student work or data in order to adjust instruction
- Provide leadership in establishing and/or better articulating a Response to Intervention or Instruction (RtI²) model in the area of literacy, at either the site or district-level
- Assist in the organization of academic interventions for high needs students across the school
- Actively participate in the regular meetings of school-based Instructional Leadership Team(s) and district network of Literacy Coaches for additional training and support
- Contribute to the cultivation of strong and cohesive professional learning communities
- Monitor school and classroom implementation of curricular, instructional, and assessment system priorities
- Develop and provide additional communication and engagement opportunities for parents/families to better understand shifts in school/classroom instructional practices, CACCSS, SFUSD core curriculum, and recommendations for supporting student learning outside of school
- Work with principal or designated administrator to communicate the role and function of the Literacy Coach in supporting the professional learning goals of administrators, teachers, support staff, and extended learning providers
• Order instructional materials, if applicable, to support literacy instruction
• Other duties as assigned

MINIMUM REQUIREMENTS
• Possession of a valid Teaching Credential with English Learners authorization (CLAD or BCLAD) in one of the following:
  o Multiple Subjects; Single Subject English; or any Single Subject Credential with a Specialist Credentials in Reading and Language Arts or the Reading Certificate or National Board for Professionals Teaching Standards in the area of Early and Middle Childhood/Literacy: Reading – Language Arts.
• Certification as “Highly Qualified” per the Elementary Secondary Education Act of 2001 (ESEA)
• Outstanding and /or Highly Satisfactory Summary Evaluations
• At least three years of classroom teaching experience with demonstrated effectiveness in the subject matter, use of standards-based curriculum, instruction, and assessment
• Legal authorization to work in the U.S.

DESIRED QUALIFICATIONS
• Completion of previous professional development or training provided by Literacy Collaborative (Lesley University/ Ohio University), Fountas & Pinnell, The New Teacher Center, Teachers College, Readers’ & Writers’ Workshop, and/or CA CCSS, balanced literacy, or SFUSD Core Curriculum professional development
• Leadership/coaching experience in the subject matter through participation in professional organizations, district and state initiatives (e.g. Early/Extended Literacy Initiative, teacher leader in district programs, mentor teacher, Master Teacher Program, BTSA provider, Instructional Reform Facilitator, Humanities R&D group participant, or previous Superintendent’s Zone Instructional Coaching position)
• Successful experience working with a diverse adult and student population; track record of success in an urban school setting
• Experience in coaching, mentoring and modeling of lessons in subject matter
• Experience in group facilitation and conducting professional development in the subject matter
• Experience and knowledge in how to use programs and/or materials as instructional resources
• Demonstrates understanding of the Gradual Release of Responsibility
• Demonstrated ability to collaborate with district and school-based administrators
• Excellent interpersonal and communication skills; high degree of organization and effective time management
• History of successful instruction with educationally and socially underserved communities
• Skillful in analyzing student assessment data, instructional planning and professional development of teachers
• Credentialed by California as a teacher or administrator
• Record of positive demeanor and collaborative success
• Bilingually proficient (speaking, reading, writing) in Cantonese or Spanish

San Francisco Unified School District is an equal employment opportunity employer committed to maintaining a non-discriminatory work environment. SFUSD does not discriminate against any employee or applicant for employment on the basis of race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by applicable law.