San Francisco Unified School District - COE
Assistant Principal

San Francisco Unified School District
Superintendent’s Zone Elementary Assistant Principal
Bret Harte Elementary/Spanish Immersion

Definition: Under the general direction of the Principal, assists in the management and supervision of the educational process at an elementary, middle or high school; assists in the selection, training and supervision of certificated and classified staff; assists in the preparation and administration of the school or site budget to ensure alignment with student learning goals of the Site Balanced Scorecard; and performs related duties as required.

Assists the principal is providing educational leadership. The work of the assistant principal is aligned with the district’s strategic plan, Beyond the Talk: Taking Action to Educate Every Child Now, keeping our promise by taking responsibility for diminishing the predictive power of demographics. The assistant principal is committed to closing the existing achievement gap and promoting the achievement of all students through focused attention on three core areas: Access and Equity, Achievement, and Accountability.

The assistant principal understands that access and equity are at the heart of making social justice a reality. The importance of every child graduating from high school prepared for college, careers, and the 21st Century. The assistant principal is thoroughly familiar with principles of child, early adolescent, and educational psychology; California Content Standards; equity-centered professional learning communities; 21st Century curriculum; cultural and linguistic responsive pedagogy; and assets/strength-based models of education.

Supervision Exercised: The position may provide direct supervision to the teachers, coaches, classified support staff, volunteers, and interns.

EXAMPLES OF ESSENTIAL DUTIES

1. Assists the principal in providing transformational leadership. Supports the principal to build a high-performing school staff and leadership team that accelerates student achievement and results in measureable outcomes. Supports the principal and the school community to develop and implement a high quality Spanish Immersion program. Demonstrates dramatic improvements in essential school indicators.

2. Supports the principal to set high personal and school performance goals. Supports the principal in facilitating the development and implementation of the site’s Balanced Scorecard that is aligned with the District’s Balanced Scorecard (BSC1). Makes clear
data-driven decisions while considering diverse perspectives to reach best solutions.

3. Supports the principal to provide the infrastructure for successful learning through programs and curricula that are culturally and linguistically responsive, designed to promote the District’s goals, accelerate the learning of focal groups of students (African-American, English Language Learner, Latino, Pacific Islander, Samoan, and special education students), and are strengths-based.

4. Supports the principal to create and sustain an equity-centered professional learning community in pursuit of equity and social justice in our classrooms and schools. Provides instructional guidance and coaching. Actively participates in professional development activities.

5. Ensures that all students receive a 21st Century education that is academically rigorous, constructivist, personalized, relevant, and engaging. Implements designated academic programs and interventions to strategically support students.

6. Establishes and maintains a cooperative environment where students, staff, and families flourish in a culture of service and support. Positively communicates and engages with parents, community members, and external partners.

7. Supports the professional development of all staff to ensure that all teachers have a broad range of teaching styles and skills to draw on; are fully aware of current research on human development; and know their content deeply.

8. Has knowledge and expertise in developing and implementing effective educational program models for English language learners.

9. Assists the principal to oversee the preparation and maintenance of a variety of reports (student attendance and progress reports, free and reduced lunch applications, work orders, budget, general accounting, balanced scorecard, staff attendance, safety plans, surveys, etc.).

10. Supports the principal to meet all District and contractual elements as they relate to the supervision and evaluation of all certificated, paraprofessional, and classified personnel. Provide evidence of regular feedback to teachers and staff. Hold self and others accountable for outcomes and results.

11. Any and all other duties as assigned by the Principal.

DESIRABLE QUALIFICATIONS

1. Three years of administrative experience and/or instructional coaching in an urban
school or school district.

2. Bilingual/ Biliterate in Spanish is highly preferable to produce written communications to school community members and support the Spanish Immersion Program.

3. An individual that is culturally and linguistically responsive.

4. Knowledge of Response to Intervention (RTI), Advancement via Individual Determination (AVID), early childhood, and/or effective use of instructional technology strongly desired.

**REQUIREMENTS**

1. Previous experience as a site administrator and or as an instructional coach.

2. Possession of a valid California Administrative Services Credential and either a California Teaching Credential in the appropriate area or services credential with a specialization in pupil personnel, health clinical or rehabilitative, or librarian services, as required by the California Education Code, Section 44860. BCLAD or CLAD certified.

   Experience and Training Guidelines: Possession of a valid California Administrative Services Credential and either a California Teaching Credential in the appropriate area or a services credential with a specialization in pupil personnel, health clinical or rehabilitative, or librarian services, as required by California Education Code, Section 44860.

   Desirable qualifications: Three years of administrative experience and/or instructional coaching in an academic setting, preferably in a public, urban school district.

   Locations: Bret Harte Elementary School