San Francisco Unified School District
Instructional Reform Facilitator (Job Code: 0825)
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**
The Instructional Reform Facilitator (IRF) is a strategic partner to SFUSD principals and a key member of instructional leadership teams in their role as a continuous school improvement coach. Centrally assigned to schools with high concentrations of students who have been historically underserved, IRFs provide schools with guidance and support in facilitating strategic data inquiry to make instructional improvements, facilitating teacher collaboration using benchmark data and student work, creating systems and structures to build professional capacity and support accelerated learning, using multiple forms of data as a way to guide instruction and engage in deliberate dialogue about targeted groups of students, assessing current practices and capacity around implementing results oriented cycles of inquiry (ROCI), and developing an understanding of Common Core State Standards and Smarter Balanced Assessment. The hiring and placement of IRFs at specific schools is part of the SFUSD multi-tiered system of support to benefit schools with persistent low performance, high historical teacher turnover, and high rates of segregation, among other factors. IRFs demonstrate a sense of urgency to attain dramatic gains in student learning and have a deep commitment to equity for all.

The network of IRFs will be managed by the Research, Planning & Accountability department and will, in conjunction with an Assistant Superintendent and site principal, be responsible for supporting all aspects of data-driven instructional reform at their respective sites under the following three focus areas:

- **EQUITY:** Collaborate with site and central office leadership to identify and eradicate inequities as identified by data, serving as an advocate of equitable outcomes for all students
- **DATA USE & INSTRUCTIONAL IMPROVEMENT:** Implement continuous improvement structures that focus on the use of data to improve instruction and ensure every student receives high quality teaching and learning
- **CAPACITY BUILDING:** Facilitate the school’s ability to establish and sustain systems and structures for continuous school improvement

The position is paid at the teacher salary level, based on SFUSD/UESF agreements. We are seeking full-time, half-time, site-based, and Assistant Superintendent team IRF roles. This is a one-year position. Additional days of work may be required.
Essential Duties and Responsibilities

Strategic Use of Data to Inform Instruction and Planning:
- Oversee collection, analysis and use of data to identify student learning assets and needs and support instructional improvement for accelerated growth; actively support classroom teachers in utilizing formative assessments, including school and district level assessments, such as the Common Learning Assessment (CLA) and Fountas and Pinnell, and IWAs, to inform instruction and accelerate student learning
- Support the development and maintenance of school-wide academic goals
- Effectively use the SFUSD data management system, Data Director, to analyze data and format data for teacher analysis
- Plan and co-facilitate data analysis meetings with grade levels, leadership teams and School Site Councils
- Inform the development and monitoring of their site’s Balanced Score Card
- Inform the site’s Response to Intervention plan, including the use of Academic Acceleration Teachers
- Develop and implement strategic academic improvement plans

Systems and Structures for Continuous Improvement:
- Support the school in the establishment and maintenance of effective structures for continuous instructional improvement (e.g., grade level/departmental collaboration, instructional leadership teams, results oriented planning, etc.)
- Implement a balanced assessment system to identify school-wide, grade level and student level strengths and weaknesses
- Co-plan and co-facilitate grade/level department meetings and instructional leadership team meetings
- Incorporate current research and educational literature into continuous school improvement

Core Curriculum, Standards and Assessments
- Support school in utilizing Common Core State Standards & Smarter Balanced Assessments
- Implement a range of comprehensive assessment tools that seamlessly match with curriculum to support rigorous standards-based instruction
- Develop and implement Response to Intervention plans

Instructional Coaching:
- Organize instructional coaching as a strategic resource to support the development of professional practice as part of a results oriented cycle of inquiry
- Coach teachers on individual student learning plans (co-plan, co-teach/model, develop debrief/reflection protocols, locate, create & share resources for classroom use)
- Coordinate instructional rounds-horizontally and vertically (as planned with instructional leadership team)

Access and Equity:
- Collaborate in the development of opportunities to deepen teachers’ knowledge of culturally responsive instructional strategies and their effective use

IRF Network:
- Attend, participate and bring evidence to IRF network meetings
- Utilize Results Oriented Cycles of Inquiry (backwards mapping, setting big goals, identifying exemplars of proficiency)
- Actively collaborate in professional learning networks with all other centrally funded site based resource personnel
Minimum Requirements

- Possession of a valid California Teaching Credential in the appropriate content area as required by the California Education Code, Section 44860 and English Learner certificate (CLAD or BCLAD) as required by Board Policy
- NCLB Highly Qualified teacher certification
- 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

Desired Qualifications

- Successful experience working with a diverse adult and student population; track record of success in an urban school setting
- Skillful in analyzing student assessment data, instructional planning and professional development of teachers
- Thorough working knowledge of district reporting systems, including Data Director
- Experience in coaching, mentoring and modeling of data use in improving instruction
- Experience in group facilitation and conducting professional development in the continuous school improvement
- Demonstrated knowledge of current research related to school reform, school improvement and educational equity
- 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
- Credentialed by California as a teacher or administrator
- Strong data analysis skills for continuous instructional improvement
- Bilingually proficient (speaking, reading, writing) in Cantonese or Spanish
- Record of positive demeanor and collaborative success
- Highly skilled in group facilitation and leading professional development
- Contribution to or leadership in effective, school-based reform to achieve educational equity (e.g., SFCESS, Partners in School Innovation, SIG, Strategic Education Research Partnership, other whole school change models)

Application Instructions

We are currently accepting applications for the 2013-2014 school year. All candidates will be centrally screened. Individual assignments will by an Assistant Superintendent and the Research, Planning and Accountability Department. The process includes:

- Paper screening of all required documents: www.sfusd.edu/jobs
- Group and individual interview at the central level
- Interview with school site (additional interviews for school site placement may be required)

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