San Francisco Unified School District - COE
Spanish Immersion Principal – Superintendent’s Zone

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

DESCRIPTION

The school principal is the educational leader and administrator of the school. The work of the 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 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 school 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 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.

The principal will provide transformational leadership to planning, launching and managing a Spanish Bilingual Superintendent’s Zone school. This includes focusing on significantly improving student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high-performing staff and leadership team to achieve the school’s vision and goals. The principal will collaborate with parents, community members, stakeholders to implement new educational programs, capital improvements, systems, tools and their resources to accelerate student achievement.

PRINCIPAL COMPETENCIES

Turnaround principals must demonstrate additional competencies that are critical to succeeding in a turnaround school:

Results Orientation

- Sets high performance goals for themselves and others despite instability, low expectations and obstacles to success.

- Creates a sense of urgency and takes immediate action to ensure early
successes.

- Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders.

- Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals.

- Relentlessly focuses school activities on student achievement.

**Action Orientation**

- Effectively plans and takes action to achieve goals and objectives without direction.

- Consistently identifies potential issues and obstacles and proactively takes action to create and implement solutions.

- Formulated and executes on action plans despite ambiguity, obstacles or resistance.

**Impact and Influence**

- Establishes a culture of learning and achievement.

- Acts consistently to influence others’ thinking and behavior to achieve results.

- Communicates a clear vision of success and benefits to engage others.

- Effectively identified and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change.

- Is able to anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success.

- Influences others to take action and demand change.

**Develop and Lead High Performing Team**

- Effectively builds and organizes adult teams to mirror vision and produce maximum results.

- Understands team strengths and gaps.

- Selects assignments to build team capacity.
- Effectively delegates to others and engages in team decision-making.
- Encourages learning and consistently provides instruction, expectations, feedback and other development activities to encourage leadership and build capacity.
- Consistently inspires excellence and promotes high morale

**Planning and Problem Solving**

- Quickly recognizes patterns and trends related to school performance.
- Analyzes complex information to formulate strategic vision and develop action plans.
- Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making.
- Recognizes cause and effect between instructional activities and results.
- Develops effective processes to achieve desired results.

**Confidence to Lead**

- Consistently takes on challenging situations and believes in the ability to effect change.
- Demonstrates strong commitment to others and presents ideas with confidence.
- Takes risks to achieve vision and goals, even if they deviate from the norm.
- Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.

**RESPONSIBILITY**

The school principal works in partnership with all SFUSD departments under the administrative supervision of the Assistant Superintendent for the Superintendent’s Zone and is responsible for the organization, administration, and supervision of instruction and climate of the school.

The school principal, in collaboration with their staff and community, is responsible for the fulfillment of the essential duties set forth below.
EXAMPLES OF ESSENTIAL DUTIES

1. Facilitate the development and implementation of the site’s balanced scorecard that is aligned with the District’s Balanced Scorecard (BSC1).

2. In collaboration with District departments and the school community, will develop and implement a high quality Spanish Immersion program.

3. 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. Create and sustain an equity-centered professional learning community in pursuit of equity and social justice in our classrooms and schools.

5. Ensure that all students receive a 21st Century education that is academically rigorous, constructivist, personalized, relevant, and engaging.

6. Establish and maintain a cooperative environment where students, staff, and families flourish in a culture of service and support.

7. Support 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. Promotes good public relations at all times in the school and community.

9. Oversees 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. Meet all District and contractual elements as they relate to the supervision and evaluation of all certificated, paraprofessional, and classified personnel.

11. Any and all other duties as assigned by the Assistant Superintendent, or Associate Superintendent’s Designee.

DESIRABLE QUALIFICATIONS

1. Three years of administrative experience in an urban school or school district.
2. Experience and demonstrated skills in implementing strong and successful Spanish Immersion and/or Bilingual programs.

3. An individual that is culturally and linguistically responsive.

REQUIREMENTS

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/CLAD certified.