DESCRIPTION

The Superintendent’s Zone is a key part of the district’s strategic plan, *Beyond the Talk: Taking Action to Educate Every Child Now*, keeping our promise to ensure educational equity and the achievement of underserved students. Superintendent Zone Teachers are committed to raising the academic excellence of African-American, English Learner, Latino, Pacific Islander, Samoan, and Special Education students through focused attention on three core areas: *Access and Equity*, *Achievement*, and *Accountability*.

Superintendent Zone Teachers understand that access and equity are at the heart of making social justice a reality and have demonstrated the ability to form relationships with students that empower them to set and achieve rigorous goals for academic success. They participate in building a school culture that is focused on ensuring that every child receives the preparation they need at every grade level to graduate from high school prepared for college, careers, and the 21st Century.

ESSENTIAL DUTIES AND RESPONSIBILITIES

In accordance with the California Standards of the Teaching Profession, the Superintendent Zone Teacher works under the supervision of the School Principal and in collaboration with their school staff, families and community, and is responsible for the fulfillment of the essential duties set forth below:

1. Support School-Wide Academic Performance Goals
   - Embrace and contribute to the collective efficacy of the school through active engagement in implementing the school’s instructional improvement strategies and achieving the school’s performance goals as outlined in the Balanced Scorecard
   - Ensure that all students receive a 21st century education that is academically rigorous, constructivist, personalized, relevant and engaging
   - Implement designated academic programs and interventions to strategically support students
   - Use DataDirector (or similar electronic tools) to regularly review and analyze student achievement data to drive instruction and develop academic improvement plans for students
   - Meet all District and contractual agreements. Work up to 15 additional per diem work year calendar days throughout the work year per school needs, and up to 5 additional hours weekly which will be compensated at the extended hour rate, per student needs.

2. Deliver Rigorous Instruction to all Students
   - Use instructional strategies that consistently address students’ diverse needs by including adaptations, modifications, and differentiation
   - Guide students to make connections between classroom learning and their own prior knowledge and experiences
   - Use consistent grade-level team curriculum standards to plan and adapt instruction with specific outcomes for all students, including demonstrating critical, higher order thinking
   - Use formal and informal assessments to help students understand and articulate their learning process, guide planning, and inform instructional improvement objectives
• Use effective approaches to balanced reading instruction and balanced math instruction to promote literacy and mathematical thinking across all content areas
• Co-develop individualized academic improvement plans for all students who struggle to succeed

3. Develop a Culturally Responsive Classroom Environment

• Create and sustain successful learning environments that are culturally and linguistically responsive and are designed to promote the District’s goals
• Build a classroom environment that accelerates the learning of underserved groups of students (African-American, English Learner, Latino, Pacific Islander, Samoan, and Special Education students)
• Implement an assets-based learning environment, positive behavior intervention, and other effective classroom management techniques
• Implement effective educational program models for English Learners and Standard English Learners
• Establish and maintain a rigorous and cooperative learning environment where students flourish in a culture of service and support

4. Improve Standards of Practice for Self and Colleagues

• Actively participate in data-driven equity-centered professional learning community in pursuit of equity and social justice in our classrooms and schools
• Actively participate in all required professional development activities and peer coaching, including but not limited to grade level, school-wide, and Area-wide professional development activities during and outside the regular work day
• Support the professional learning of colleagues through sharing teaching practices and data that informs and improves instruction
• Continually build knowledge of curriculum, formative assessment, and effective teaching practices including differentiated instruction for diverse learners
• Hold self and others accountable for outcomes and results
• Assess own growth over time by analyzing own practices related to student learning and develop action plan to improve own practice
• Foster a collegial environment where peers are invited to observe classroom practice and provide feedback, and all teachers participate in the observations of others
• Analyze and integrate learning from a variety of diagnostic, formative, and summative assessment data to inform practice

5. Build Connections with Families and Community to Support Student Learning

• Promote school/community collaboration by communicating and engaging with parents, community members and external partners
• Participate in student support teams to receive professional consultation about instructional intervention strategies
• Collaborate with expanded learning or afterschool program staff to coordinate services for students
• Participate in the preparation and maintenance of a variety of reports (student attendance and progress reports, report cards, etc.) to facilitate positive home-school communication
• Use School Loop (or similar electronic outreach tool) to monitor and communicate student progress to families
• Conduct home visits and/or parent conferences

6. Other duties as assigned by the principal and/or school site administrators

MINIMUM REQUIREMENTS

1. Commitment to participate in and implement Superintendent Zone goals, strategies and professional development activities within and beyond the school day/year
2. 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

DESIRABLE QUALIFICATIONS

1. At least three years of teaching experience in an urban school setting with evidence of positive student growth on multiple student outcome measures
2. A strong record of successful cultural and linguistic responsiveness
3. Familiarity and experience with equity-centered professional learning communities
4. Literacy in computer and instructional multi-media technology that enhances student learning and home communication
5. Familiarity with components of effective reading and math instruction
6. Knowledge and effective use of:
   • California Content Standards and Common Core Standards
   • Response to Intervention (RTI)
   • Positive classroom management and youth development strategies
   • 21st Century curriculum
   • Assets/strength-based models of education
   • Reading and SDAIE strategies for English Learners and Standard English Learners