DESCRIPTION

Background on SFUSD’s Superintendent Zones and School Improvement Grant:
San Francisco Unified School District (SFUSD) is the highest performing urban district in California, however the district continues to struggle with serving students who are African American, Latino, Samoan, English Learners and/or Special Education. Recognizing this need, during the past two years SFUSD has completed important steps to make social justice and equity the district’s top priority, laying the groundwork for the difficult improvement work ahead:

• Identified and grouped a small number of schools for intensive district support, known as the “Superintendent Zones”
• Applied and secured a large federal grant for supporting many of these schools, known as the “School Improvement Grant” (SIG)

Within the Superintendent Zones of high-need schools in SFUSD, schools funded by the SIG and other funding will be provided with Instructional Coaches in four (4) subject areas: Literacy, Math, Special Education, and English Language Development for English Learners. Each coach will be centrally deployed by the Superintendent Zones to one specific high-need school site, where he/she will:

• Support implementation of new standards-based curriculum
• Ensure effective use of instructional strategies for that subject area
• Provide peer coaching and lesson development to increase teachers’ instructional knowledge and maximize student learning
• Deliver instructional interventions demonstrations for high needs students

Specific Functions for all Superintendent Zone Instructional Coaches:

• Coach teachers at school sites to support effective teaching of the district’s adopted standards-based materials in specific subject matter
• 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 assessment to inform instruction
• Develop tools and resources to support implementation in collaboration with teacher leaders
• Support curriculum technology integration in the subject matter area
• Facilitate teacher leader work groups in support of core curriculum area
• Organize academic interventions for high needs students across the school
• Other duties as assigned

Qualifications for all Instructional Coaches include the following:

• Track record of success in an urban school setting
• California Clear Teaching credential with English Learner authorization (CLAD)
• NCLB Highly Qualified teacher certification
• Outstanding and/or Highly Satisfactory Summary Evaluations
• Five years of recent classroom teaching experience with demonstrated effectiveness in the subject matter, use of standards-based curriculum, instruction and assessment
• Leadership/coaching experience in the subject matter through participation in professional organizations, district and state initiatives (e.g. City Science, Urban Systemic Program, SF Math Leadership, Early/Extended Literacy Initiative, teacher leader in district programs, mentor teacher, BTSA provider, Instructional Reform Facilitator)
• Successful experience working with a diverse adult and student population
• Experience in coaching, mentoring and modeling of lessons in subject matter
• Experience in group facilitation and conducting professional development in the subject matter
• Demonstrated ability to collaborate with district and school-based administrators
• Excellent skills in communication, organization and time management
• History of successful instruction with educationally and socially underserved communities
• Skillful in analyzing assessment data, instructional planning and professional development of teachers

Desired skills:
• Bilingually proficient (speaking, reading, writing) in Cantonese or Spanish
• Credentialed by California as a teacher or administrator
• Record of positive demeanor and collaborative success