

## WHO WE ARE

The San Francisco Unified School District (SFUSD) is the seventh largest school district in California, serving more than 57,000 students who speak more than 44 documented languages across 132 schools in the city of San Francisco every year. We aim for every student who attends SFUSD schools to discover his or her spark, along with a strong sense of self and purpose. Our goal is that all students graduate from high school ready for college and career, equipped with the skills, capacities and dispositions outlined in [SFUSD's Graduate Profile](#). Every day in our quest to achieve this mission we provide each and every student the quality instruction and equitable support required to thrive in the 21<sup>st</sup> century.

## WHAT IT MEANS TO WORK HERE

When you join our team at SFUSD you can expect to be part of an inclusive, innovative and equity-focused organization that approaches public education as a social justice movement, requiring broad collaboration across an array of strategic partners. In 2014, SFUSD created an inspiring statement, [Vision 2025](#), which captures our aspirations and vision for the future of public education in San Francisco. Alongside the District's strategic plan, [Transform Learning. Transform Lives.](#) SFUSD is reimagining how public education will change over the next decade to meet the dynamic future of San Francisco. As a [CORE district](#), SFUSD is also a leader in critical systems change for more comprehensive school accountability and innovations that help strengthen the instructional core, which is the foundation of our strategic plan and Vision 2025.

## WHO WE WANT

We want talented people with diverse backgrounds and experiences, who are inspired by our mission steeped in equity, and who are motivated to unleash our children's potential. We want people who are strong collaborators, skilled communicators, and problem solvers comfortable in a community of continuous learning.

### Desired Qualifications

- Knowledgeable about instructional cycle for improvement (Systems and Structures for ongoing continuous improvement, standards-aligned instructional planning and teaching, effective use of assessment, culturally and linguistically responsive pedagogy)
- Successful experience working with students who have been historically underserved
- Demonstrated leadership skills
- Demonstrated skill and experience with utilizing qualitative and quantitative data for continuous instructional improvement
- Demonstrated success leading adults through change management
- Coaching experience
- Experience in group facilitation and leading professional development
- Demonstrated knowledge of current research related to school reform, school improvement and educational equity
- Contribution to or leadership in effective, school-based reform to achieve educational equity
- Ability to collaborate with District and school-based administrators and programs
- Demonstrated ability to communicate effectively, orally and in writing

## ESSENTIAL DUTIES AND RESPONSIBILITIES

As a centrally-funded site-based resource, Instructional Reform Facilitators (IRFs) are situated in the larger work of San Francisco Unified School District (SFUSD) and actively work towards our broader SFUSD goals called out in our strategic plan, ***Transform Learning Transform Lives.*** IRFs are centrally assigned to schools with high concentrations of students who have been historically underserved; high staff turnover, persistent low performance and high rates of segregation are some of the factors in these schools. The hiring and placement of IRFs at specific schools is part of the SFUSD Multi-Tiered System of Support (MTSS).

In partnership with the principal and as a key member of a school's instructional leadership team, IRFs demonstrate a sense of urgency to attain dramatic gains in student learning and have a deep commitment to eliminating current equity

gaps. To this end, IRFs aim to better understand the root causes of persistent equity gaps impacting student success and support their school community in strengthening its' professional capacity systems through data informed mindsets and processes.

In accordance with the California Standards of the Teaching Profession, teachers work under the supervision of site or central office administrators and in collaboration with their school staff, families and community and are responsible for the fulfillment of the essential duties set forth below:

### **School-wide Systematic Data-Use to Inform Instruction**

- Use disaggregated data to discuss achievement gaps in subgroups therefore making all students visible
- Engage in identifying, supporting, and monitoring the achievement of focal students (AA, L, PI, EL, & SPED) with an emphasis on our African American and Latino students
- Implement processes that support a mindset of continuous improvement such as the Results Oriented Cycle of Inquiry (ROCI), collaborative inquiry, or a similar continuous improvement process
- Engage in the development and maintenance of a school-wide assessment inventory and calendar
- Actively support teachers in utilizing school and district level formative and summative assessments
- Support school in learning about Smarter Balanced Assessments
- Effectively use the SFUSD data management system, *Illuminate*, to aid in the analysis of data to inform instruction and build the capacity of teachers to use this tool

### **Teacher Collaboration**

- Support (Co-plan, Co-facilitate, or facilitate) teacher collaboration by working with teachers and other site instructional leaders in the areas of curriculum, instruction, assessment, and intervention specifically aligned to the Common Core State Standards (CCSS) and the SFUSD core curriculum
- Provide time and processes for teachers to engage in long and short term planning, reflect on and respond to evidence of student learning (i.e., engage in inquiry cycles, curriculum mapping, unit planning, etc.) and support teachers in developing next steps when students do not demonstrate mastery of standard
- Implement processes that support a mindset of continuous improvement such as the Results Oriented Cycle of Inquiry (ROCI), collaborative inquiry, or a similar continuous improvement process
- Actively support teachers in developing formal and informal assessments, as well as, district interim and summative assessments to help inform instruction and school wide intervention to ensure all students reach mastery
- Engage in identifying, supporting, and monitoring the achievement of focal students (AA, L, PI, EL, & SPED) with an emphasis on our African American and Latino students to ensure all students can demonstrate the skills and content to reach proficiency

### **Instructional Coaching**

- Work with the principal, school instructional leadership team and out-of-classroom supports to organize instructional coaching as a strategic resource to support the development of professional practice
- Engage in coaching cycles (co-plan, co-teach/model, develop debrief/reflection protocols, locate, create & share resources for classroom use)
- Differentiate coaching depending on the needs of each unique teacher
- Provide coaching and support for 2-3 beginning teachers (Either 1-2 induction candidates or interns and 1 ET or 3 ETs) including:
  - 1. Weekly coaching sessions with new teachers for an average of 45-60 min per week (or 3 hours a month) per new teacher
  - 2. Goal setting around the CSTPs
    - Co-teaching, modeling, observations and providing feedback
    - Analysis of student work
    - Lesson planning
  - 3. Attend Coaching PDs\*, and participate in in-field coach support and development to promote ongoing professional growth and learning
  - 4. Complete the documentation of time spent/needed paperwork

**Professional Development**

- Collaborate in the development of opportunities to deepen teachers' and instructional leader's knowledge of Common Core State Standards (CCSS), SFUSD Core Curriculum and culturally responsive instructional strategies
- Support the school in monitoring the school's PD plan
- Insure that meeting times are planned in keeping with the school's instructional goals and that practices are aligned with credible educational research and literature and with the needs of targeted populations
- Collaborate with site leadership teams to analyze data and in conjunction with the principal support with the development of a Problem of Practice
- Coordinate and/or participate in school wide instructional walkthroughs, school based instructional rounds, and peer observations
- With Principal, use achievement data to plan cycles of continuous improvement for ILT meetings; share cycles of continuous improvement for grade levels/ teachers for principal feedback.
- Continuously use qualitative and quantitative data to reflect on and improve classroom instruction to support strategic, targeted and tiered levels of support for all students

The length of the work year for all teachers is 184 days of service, except department heads and deans/head counselors have 189 days of service. Principal expectations vary by school site. You may access and read individual school profiles and academic plans at the following link: [www.sfusd.edu/schools](http://www.sfusd.edu/schools).

**MINIMUM QUALIFICATIONS**

- 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 five years of classroom teaching experience with demonstrated effectiveness in the subject matter, use of standards-based curriculum, instruction and assessment

**WHAT WE OFFER**

SFUSD is committed to attracting and retaining the best educators in the nation. Benefits of teaching in San Francisco include:

- Competitive salaries determined by experience, education level, and credentials
- Comprehensive medical, vision, and dental insurance for teachers and their eligible dependents
- City and state programs for housing assistance:
- Teacher Next Door Program: <http://sf-moh.org/index.aspx?page=287>
- Extra Credit Home Purchase Program:  
<http://www.treasurer.ca.gov/cdlac/applications/applications.asp?app=ecthpp>
- Additional salary stipend of \$5000 for National Board Certified teachers
- Additional salary stipend of \$2000 for credentialed teachers teaching in high need schools and a \$1000 stipend for teachers teaching high need subject areas

**HOW TO APPLY**

- Go to: [www.sfusd.edu/jobs](http://www.sfusd.edu/jobs)
- Create an account and complete an application.
- Go to the "Apply to Jobs" tab to view and apply for specific openings.

Please check back often to connect your application to specific openings as they are posted. Applicants will be contacted based on the needs of the district. For more information about careers at SFUSD, please visit [www.sfusdjobs.org](http://www.sfusdjobs.org). For more information about SFUSD's mission and Strategic Plan please visit [www.sfusd.edu](http://www.sfusd.edu). For other questions, contact us at [teach@sfusd.edu](mailto:teach@sfusd.edu).

**Non-Discrimination Policy**

*San Francisco Unified School District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This policy extends to San Francisco County Office of Education, including community school programs and activities. For more information about the District's non-discrimination policy, please review Board Policy 4030.*