

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 21st 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

While San Francisco Unified School District (SFUSD) is one of the highest performing urban districts in California, the district continues to struggle with ensuring that students who are African American, Latino, Samoan, English Learners and/or Special Education achieve equitable outcomes. Recognizing this need, SFUSD is continuing to take important steps to disrupt student underachievement and to build the capacity of school communities to engage in continuous improvement and accelerate student outcomes.

A key element of the district's theory of change is to ensure that teachers have multiple opportunities to engage in high quality professional learning, including opportunities to: receive job-embedded coaching and instructional guidance, reflect on instructional practices, and plan and collaborate with colleagues around short and long-term instructional goals based on demonstrated student work or data. SFUSD is seeking to identify a cadre of Literacy Coaches with deep content knowledge and a proven ability to positively support adult learners who will lead the district towards the development of a common vision for effective literacy instruction through providing teachers with direct instructional guidance and impactful professional development.

Literacy Coaches will either be "site-based" or will work across multiple sites, supporting teachers in both informal and in more formalized coaching cycles around an identified aspect of instructional practice. Coaches will serve up to ten additional work days (compensated accordingly), to participate in coaching network meetings to develop protocols, professional learning modules, and role-alike training in preparation for the start of the school year.

Desired experience includes:

- Familiarity with the components of SFUSD's Comprehensive Approach to Literacy (reading workshop, writing workshop, word study, interactive read-aloud, etc.) and the SFUSD ELA PK-12 Core Curriculum.
- Leadership/coaching experience in the subject matter through participation in professional organizations, district and state initiatives (e.g. SFUSD ELA teacher leadership, Early/Extended Literacy Initiative, mentor teacher, Master Teacher Program, BTSA provider, Instructional Reform Facilitator, Humanities R&D group participant, or previous Superintendent's Zone Instructional Coaching position)
- Successful experience working with a diverse adult and student population; track record of success in an urban school setting
- Experience in coaching, mentoring and modeling of lessons in subject matter
- Experience in group facilitation and conducting professional development in the subject matter
- Experience and knowledge in how to use programs and/or materials as instructional resources
- Demonstrates understanding of the Gradual Release of Responsibility
- 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
- Skillful in analyzing student assessment data, instructional planning and professional development of teachers
- Credentialed by California as a teacher or administrator
- Record of positive demeanor and collaborative success
- Bilingually proficient (speaking, reading, writing) in Cantonese or Spanish

ESSENTIAL DUTIES AND RESPONSIBILITIES

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:

- Provide direct coaching and instructional guidance to classroom teachers
- Support staff awareness and working knowledge of the CA Common Core State Standards in ELA, SFUSD Core Curriculum, and available instructional material/ resources
- Support K-8 classroom teachers towards the full implementation of key components of a comprehensive (balanced) approach to literacy framework in Grades K-8
- Be knowledgeable of and be prepared to model effective use of differentiated instructional strategies for diverse learners
- Be familiar with and be able to articulate the essential components of effective reading, writing and oral development instruction
- Knowledge of administrating, analyzing, and using the results of reading assessments (preferably F&P, RI)
- Provide and facilitate structures for peer coaching and student-centered lesson development support to increase teachers' instructional knowledge and maximize student learning
- Develop classroom teacher ability to differentiate instruction to meet individualized student needs as determined by diagnostic and formative assessment data
- If a school-based Literacy Coach, collaborate with other site leaders (i.e. school administrators, Instructional Reform facilitator, Positive Behavior Coach, etc.) to support a conducive and supportive learning environment for both staff and students
- 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 range of balanced assessments to inform instruction
- Support the integration of educational technology to support literacy outcomes
- Facilitate teacher work groups/common planning time or grade level team/department meetings and incorporate looking at student work or data in order to adjust instruction
- Provide leadership in establishing and/or better articulating a Response to Intervention or Instruction (RtI2) model in the area of literacy, at either the site or district-level
- Assist in the organization of academic interventions for high needs students across the school
- Actively participate in the regular meetings of school-based Instructional Leadership Team(s) and district network of Literacy Coaches for additional training and support
- Attend and actively participate in Role-Alike meetings and Professional Development Sessions
- Contribute to the cultivation of strong and cohesive professional learning communities
- Monitor school and classroom implementation of curricular, instructional, and assessment system priorities
- Develop and provide additional communication and engagement opportunities for parents/families to better understand shifts in school/ classroom instructional practices, CCSS, SFUSD core curriculum, and recommendations for supporting student learning outside of school
- Work with principal or designated administrator to communicate the role and function of the Literacy Coach in supporting the professional learning goals of administrators, teachers, support staff, and extended learning providers
- Order instructional materials, if applicable, to support literacy instruction
- Other duties as assigned
- 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

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.

MINIMUM QUALIFICATIONS

- Possession of a valid Teaching Credential with English Learners authorization (CLAD or BCLAD) in one of the following:
- Multiple Subjects; Single Subject English; or any Single Subject Credential with a Specialist Credentials in Reading and Language Arts or the Reading Certificate or National Board for Professionals Teaching Standards in the area of Early and Middle Childhood/Literacy: Reading – Language Arts
 - Certification as "Highly Qualified" per the Elementary Secondary Education Act of 2001 (ESEA)
 - 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
 - Legal authorization to work in the U.S.

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
- 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. For more information about SFUSD's mission and Strategic Plan please visit www.sfusd.edu. For other questions, contact us at teach@sfusd.edu.

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.