



## **JOB DESCRIPTION *[For Illustration Purposes Only]*** ***District Partnership Director – San Francisco***

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Partners in School Innovation (“PartnersSI”) was founded in 1993 by Kim Grose, a Rhodes scholar and social justice advocate, and Julien Phillips, a former Peace Corps member and McKinsey & Co. partner. Since then, PartnersSI has worked in over 50 urban public schools and 10 school districts serving nearly 65,000 students in pursuit of our mission: to enable public schools in high-poverty Bay Area communities – serving African American, Latino and English Learner students – to achieve educational equity through school-based reform. We envision a thriving system of urban public schools that fosters the growth of all of its students and eliminates the achievement gap by creating vibrant places to teach, learn and grow with rigorous standards and an unwavering focus on results. PartnersSI has worked tirelessly over the past 16 years to close the achievement gap by transforming chronically low-performing schools into thriving learning environments in the Bay Area. We support children in the primary school years because these years represent a foundational period for students to develop both the proficiency in basic skills and enthusiasm for learning that will lead to future success. We aim for all our students to leave elementary school with a strong foundation of skills and knowledge and a learning disposition that will equip them for success as they progress through school and prepare for college, the workforce and citizenship.

We are seeking a full-time **District Partnership Director** (“DPD”) to provide top-level operating and strategic leadership to guide the next phase of our high-profile partnership with San Francisco Unified School District (“SFUSD”). This person will have the skill, experience and poise to interact effectively with the superintendent and his deputies as well as with the district’s principals, classroom teachers and external partners.

The DPD will closely manage our partnership with the district, enabling schools in the Superintendent’s Zone to carry out high quality implementation of the district’s strategic reform plans resulting in breakthrough student learning results. The DPD will also provide senior leadership and management for the SFUSD implementation team of School Innovation Partners (“SIPs”) to ensure that we demonstrate dramatic results and continuous improvement from the district office to the classroom level.

### **MAIN RESPONSIBILITIES**

The DPD is ultimately responsible for managing the execution of our strategic and operating plans to deliver high-quality service to the district and its schools that result in breakthrough student learning results. This includes:

1. **District Partnership Management to Ensure Results.** The DPD will build relationships w/key administrators to generate district support needed to enable and sustain school improvement; provide district leaders w/regular feedback and data on the progress of our work and the lessons learned from our partnerships w/their schools; “thought partner” with district leaders to effectively implement the district’s strategic plans. Ultimately, the District Partnership Director is responsible for providing the senior leadership and guidance that will generate breakthrough student learning results in the majority of our schools.
2. **Management of District Leadership Networks** by co-developing, leading and participating in ongoing professional development sessions intended to train district leaders, school principals and teacher-leaders on the effective implementation of a results-oriented cycle of inquiry professional development system in the districts’ underperforming schools.
3. **SFUSD Team Management.** The DPD will provide senior leadership for the SFUSD implementation team; in particular, managing and coaching a team of 4-6 School Innovation Partners (“SIPs”). S/he will act as “thought partner” for SIPs in establishing a vision, designing core strategy, planning for the short- and long-term, problem solving and coaching principals. S/he will work with SIPs to identify their personal learning goals (e.g., principal coaching) and build their capacity in targeted areas. Additionally, s/he will monitor progress across all schools – in terms of student achievement, system and structure development and capacity-building.

### **QUALIFICATIONS**

Our ideal candidate *definitely* has:

- A track record of effective, results-oriented senior leadership at the school, district or county-office level, in a nonprofit organization or in the private sector
- A track record of leading effective partnerships with diverse, high-profile stakeholders

- An orientation toward problem solving and value creation – can identify root causes of problems and develop results-oriented solutions
- Racial and cultural competence – an understanding of the role of racism in the inequities of the public school system and demonstrated effectiveness in leading a team with diverse racial and cultural backgrounds
- Expertise in the areas of English language development, bilingual programs, high quality instruction for English language learners, high quality professional development for educators and effective urban school and district leadership
- A track record of managing teams to achieve results
- A high degree of initiative and tenacity, a willingness and drive to see a difficult situation through to a satisfactory outcome and unwavering commitment to do what it takes to achieve breakthrough student learning results
- Coaching or consulting skills and experience; specific experience coaching school leaders or other executives through a change process is desirable
- Demonstrated experience leading high-quality professional development for adults
- Strong analytic and problem-solving skills; experience analyzing and using data to drive a continuous change process
- Demonstrated knowledge of and contribution to effective, school-based reform to achieve educational equity
- Experience working in communities of color and/or low-income communities
- Effective communication and presentation skills to diverse audiences
- Positive-mindedness, resiliency and ability to act in ambiguous circumstances
- The passion and commitment to closing the achievement gap

*Preferred*

- A track record of results and established credibility as a school district leader
- Experience teaching language arts in public elementary schools serving Latino English learners
- Specific knowledge of or experience leading data-driven continuous improvement processes
- Specific knowledge of the state standards and assessments, state-approved comprehensive literacy programs and an intimate understanding of the research base supporting these programs
- Program development experience in the field of education reform
- Advanced degree in education or related field
- Familiarity with Bay Area communities and schools
- Fluency or high degree of proficiency in Spanish

**COMPENSATION:** Salary and benefits DOE and are competitive with Bay Area compensation scales.

**ADDITIONAL BACKGROUND:** For more information, please visit [www.partnersinschools.org](http://www.partnersinschools.org).