

# DIRECTOR OF TEACHING AND LEARNING SEARCH

**SAN FRANCISCO FRIENDS SCHOOL**

San Francisco, California

[sffriendsschool.org](http://sffriendsschool.org)

Start Date: July 2024

san francisco

**FRIENDS  
SCHOOL**



**Carney  
Sandoe**  
& ASSOCIATES

[CARNEYSANDOE.COM](http://CARNEYSANDOE.COM)

# Mission Statement

At San Francisco Friends School, students learn in a community grounded in the Quaker values of reflection, integrity, peaceful problem-solving and stewardship.

Our teachers challenge students with a dynamic curriculum that inspires curiosity, cooperation, and hard work. We teach children to listen to all voices and to trust their own.

We engage with the world around us with kindness and conviction, working toward the Quaker ideal of a caring and just society.

## At a Glance



Established  
2002



Total Enrollment  
438



Total Faculty  
59



Student-teacher ratio  
10:1



Students of color  
55%



% of revenue as  
adjustable tuition  
18%



Faculty with advanced degrees  
29%

Faculty of color: 38%

Students on adjustable tuition: 25%

Endowment: \$4.5M

Annual operating budget: \$14.2M





## Overview

San Francisco Friends School (SFFS) educates children in Kindergarten through Grade 8 in the tradition of Quaker learning. Both a young school, in the middle of its second decade, and old, part of a 325-year tradition of Friends education, San Francisco Friends School nurtures students' aspirations and excellence in academics and character. As one of two Quaker schools west of the Mississippi, SFFS is distinctive amongst independent schools in the Bay Area and Friends schools nationally.

At SFFS, teachers, coaches, and advisors design and facilitate hands-on and minds-on student experiences in math, science, and sports; in the arts, humanities, and Spanish; and in reflection and service. The Quaker values and practices, woven in with a progressive pedagogical approach create a program that is intellectually vigorous and engaging, while helping students to develop a strong sense of self and community. The faculty and staff seize every opportunity for their students to learn in and from San Francisco and the community within the Mission District while embracing the school's responsibility to contribute. "The values of SFFS are visible to us," reflected another parent, "from what and how decisions are made to what our daughter brings and practices at home."

The Director of Teaching and Learning will report to the Head of School, serve as a key partner for the Lower and Middle School Division Heads, and be a member of the senior leadership team, which in a nod to the campus's origin as the original Levi's factory is named RIVETS (Reflect, Illuminate, Value, Envision, Try, Support). The Director will lead the academic administration and work with the Division Heads to nurture the faculty and academic program, building on the strong foundation created by the school's professional community past and present. An exceptional progressive classroom teacher and skilled school leader in equal measure, the Director of Teaching and Learning will model, support, and coach the faculty and, in ways consistent with Quaker practice, guide the academic program in this next era of the school's development.



## Priorities, Opportunities, and Challenges

Reporting to the Head of School and working in partnership with the Division Heads, the Director of Teaching and Learning is responsible for the outstanding academic program of the school and professional development, support, and evaluation of the faculty. They represent the school to parents, accrediting agencies, and other organizations, and are considered a national leader in progressive pedagogy. In the near future, the priorities, opportunities, and challenges include:

**Clarifying, aligning, and articulating the academic program.** Honoring the dedicated and creative faculty and SFFS's commitment to progressive education and Quaker values and practices, the Director of Teaching and Learning will partner closely with the Division Heads, Director of Community Engagement, Director of Institutional Equity & Belonging, and faculty to advance the scope, sequence, and alignment of the academic program. The Director has the opportunity to gather and use data to identify strengths and growth areas of the program and to share them with both the internal and external communities.

**Supporting the professional development and evaluation of a talented faculty and staff.** "My colleagues are some of the smartest, most courageous, and inspiring individuals I know," said one administrator, "and the sense of comradery and support is powerful." The Director of Teaching and Learning will lead and have a hands-on role in recruiting, hiring, onboarding, and developing colleagues through their SFFS careers. In this work, they will seek to identify and provide individualized as well as mission and priority-aligned professional development opportunities and create increased systems of support and feedback. A significant, early priority will be to develop and implement a framework for teacher evaluation that aligns with school values and provides actionable feedback for faculty.

**Contributing to the creation and advancement of a strategic plan.** SFFS anticipates beginning the strategic planning process in the 2024-25 school year, and the Director of Teaching and Learning has the opportunity to help identify and articulate SFFS's aspirations and goals in their areas of purview and lead that work in the coming years.

**Refining systems and structures to support the school community.** The Director of Teaching and Learning will lead work to refine current academic structures. They will also partner to set programmatic goals that best support the needs of students and faculty. Areas of focus are likely to include the existing K-8 instructional technology, learning support, and associate teacher programs. Additionally, there is the potential for developing an instructional coaching program.





## Qualifications and Personal Attributes

Successful candidates will have background and skills that include the following:

Candidates should have extensive experience and demonstrable skill as a classroom teacher and K-8 administrator and alignment with SFFS's progressive education and Quaker practices and values.

Strong candidates will also demonstrate:

- Joy and enthusiasm for working in schools and with children in grades K-8.
- A collaborative leadership style that invites and respects the perspectives and talents of others, fosters a culture of sharing and trust, and prioritizes health and wellness of the professional community, including themselves.
- Experience leading diverse communities, skill in building inclusive communities, and the ability to respectfully navigate diverse cultural and social situations.
- Deep knowledge of and the ability to guide curriculum development across K-8 and successful experience working with faculty to build a coherent scope and sequence aligned to the school's mission, values, and students.
- Experience in supporting and developing the growth and evolution of educators at the individual, team, and whole faculty levels.
- Experience working with instructional technology and learning support programs.
- An exceptional storyteller who writes, speaks, and presents with skill, confidence, and clarity.
- Strong facility for capturing and analyzing data, using it to inform decisions, and incorporating it into the school's communications about its successes and opportunities.
- The tactical skills necessary to advance projects and build and manage systems and processes;
- Highly organized, yet also flexible and adaptable.
- A commitment to lead the evolution and growth of a school community in ways that honors and builds on its history.
- An orientation to approach their work with curiosity, patience, purpose, and humor and to be a heart first leader who also has the ability to be a clear, consistent decision maker with faculty and parents.
- Interest in and excitement about working in the Mission District in San Francisco—in an urban location, in an evolving city.
- Experience working in a Friends School or a sincere interest in learning about and aligning to the Quaker values central to the mission of the school.

# Learn More

Click on the links below to learn more about San Francisco Friends School.

[School Website](#)

[Strategic Direction](#)

[Academic Philosophy](#)

[Equity, Inclusion, and Belonging](#)

[Quaker Values and Community](#)

[High School Matriculation](#)

[Community Engagement](#)

[About San Francisco, California](#)



## To Apply

Interested and qualified candidates are invited to contact the consultants in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing their interest in this particular position
- A current résumé

Selected candidates may also be asked to provide:

- Writing samples specific to this search
- A list of five professional references with name, relationship, phone number, and email address of each (references will not be contacted without the candidate's permission)

Inquiries and materials should be sent to:

**Jennifer Wong Christensen**

Senior Search Consultant

[jennifer.christensen@carneysandoe.com](mailto:jennifer.christensen@carneysandoe.com)

**Chris Boyle**

Consultant

[chris.boyle@carneysandoe.com](mailto:chris.boyle@carneysandoe.com)

*The full-time equivalent salary range for this position is \$185,000-215,000. The starting salary is based upon, but not limited to, several factors that include type and years of experience, education level, and expertise.*