San Francisco Unified School District
Academic Acceleration Teacher
2013-2014 School Year

SFUSD MISSION AND GOALS
The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

Our three primary goals focus on closing the achievement gap and diminishing the predictive power of demographics:

• **Access and Equity**: We will make social justice a reality by ensuring every student has access to quality teaching and learning.
• **Achievement**: We will ensure that every student graduates from high school ready for college and career success in the 21st century.
• **Accountability**: We will keep our promises to students and families and enlist everyone in the community to join us.

DESCRIPTION
The Academic Acceleration Teacher (AAT) supports students to meet SFUSD Strategic Goal #2, “Engage High Achieving and Joyful Learners,” and to ensure students have the habits, skills, and dispositions necessary for 21st century success by providing direct, intensive support to targeted groups of students—including students with Special Needs—within an identified underperforming school while also building the capacity of school staff to monitor student progress and provide targeted instruction designed to accelerate learning.

The overarching charge of AATs is to close academic achievement gaps that may exist between any student subgroups within any particular school. The Academic Acceleration Teacher (AAT) should be prepared to implement identified research-based academic interventions and support the implementation of school-wide initiatives aimed at improving learning. As schools develop their Response to Instruction & Intervention (RtI²), the Acceleration Teacher is intended to bolster the school community’s ability and capacity to deliver identified Tier 2 academic interventions.

The Academic Acceleration Teacher will deliver instructional intervention to students identified by the school principal and the site leadership team upon an analysis of student performance data. The Academic Acceleration Teacher will maintain a flexible service delivery model that could include being assigned to specific classrooms at regular times each day to either co-teach a subject area or to provide more specific students with designated academic interventions.

The Academic Acceleration Teacher may work outside of traditional school-day hours to provide academic support to students before or after school. For example, the Academic Acceleration Teacher’s work time may start two hours after the regular student start time in order to have the flexibility to serve students either before or after regular school hours, and potentially, in collaboration with other expanded learning providers.

Acceleration Teachers will have an opportunity to receive training and professional development in the use and integration of appropriate instructional materials and assessments in order to effectively deliver academic intervention to designated students.
ESSENTIAL DUTIES AND RESPONSIBILITIES
The full-time Academic Acceleration Teacher reports to the school principal and is responsible for the fulfillment of the essential duties set forth below:

1. Support School-Wide Academic Performance Goals
   - Embrace and contribute to the collective efficacy of the school through active engagement in implementing the school’s instructional improvement strategies and achieving the school’s performance goals as outlined in the site Balanced Scorecard/SPSA
   - Collaborate and plan with the site’s Instructional Leadership Team, Grade Level/Department teams, Student Support Team, available Instructional Coaches and/or external reform partners, as well as district School Support Team under the direction of the appropriate Assistant Superintendent, to develop a strategic work plan for supporting focal students

2. Deliver Rigorous Instruction to Targeted Groups of Students
   - Provide instruction in English/language arts, English language development, or mathematics to targeted groups of students with the objective of dramatically raising their academic achievement
   - Provide instruction and support in area of content expertise to students identified by data analyzed in collaboration with the school principal and leadership team
   - Develop and deliver instruction using culturally and linguistically responsive pedagogy and assessment
   - Ensure instruction is equally effective for students across all ethnicities, language backgrounds, and genders
   - Administer identified student assessments (diagnostic, formative, summative) to students and enter the student data in the district data system
   - Actively participate in student performance data analysis and academic progress monitoring

3. Improve Standards of Practice for Self and Colleagues
   - Support the administration with the analysis of a variety of student performance data to guide instruction and assess the impact of the school’s RtI approach and instructional change objectives and strategies as articulated in the site’s BSC
   - Provide additional support across the school to ensure high levels of student learning and engagement (i.e., vetting academic interventions and teaching other teachers about them)
   - Attend all faculty meetings and participate in all school-sponsored and identified district-level professional development activities
   - Actively collaborate with school-based instructional coaches and grade level team or subject matter/department teachers, especially around student academic progress; seek guidance and provide feedback to site administrative team, ILT, and School Support Team
   - Proactively communicate with parents regarding student progress towards identified learning goals and academic interventions implemented

4. Perform other duties as assigned by the school principal

MINIMUM REQUIREMENTS
- 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
- Certification as “Highly Qualified” per the Elementary Secondary Education Act of 2001 (ESEA)
- Legal authorization to work in the U.S.
**DESIRABLE QUALIFICATIONS**

- Experience and skill in teaching mathematics, English/language arts, and/or English language development
- Professional record of enriching students’ academics through highly engaging and effective instruction
- Cultural and linguistic competence both in relating with diverse students and families, as well as culturally and linguistically responsive pedagogical practices (e.g. instruction that develops the academic language of Standard English Learners)
- Expertise in serving English learners and students with special needs
- Ability to model for other teachers in developing their skills in differentiation and acceleration
- Knowledge of and experience with specific programs, practices and strategies aimed at accelerating the learning of historically underserved students
- Bilingual/biliterate in Spanish or Cantonese (for some sites)
- Facility with technology or other new media that will contribute to schools’ effective organization (e.g. proficiency with Excel), including the ability to quickly learn user-friendly district data systems (i.e. DataDirector)
- Experience with and/or training in school improvement/reform processes (e.g. cycle of inquiry)
- Propensity for fostering a school culture of high expectations and confidence in student success

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