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 Response to Intervention (RTI) Facilitator supports school sites and students to meet SFUSD Strategic Goal #1, “Access and Equity,” and to ensure students have the habits, skills, and dispositions necessary for 21st century success by building the capacity of school staff to monitor progress and provide targeted, intensive instruction designed to accelerate learning for designated groups of underperforming students—including students with Special Needs.

The overarching charge of the Academic RTI Facilitator is to close academic achievement gaps that may exist between any student subgroups within any particular school through ensuring the implementation of a robust Response to Instruction and Intervention and (RtI²) program. The Academic RTI Facilitator supports classroom teachers, coordinates with other staff, and provides direct intervention services to students to ensure that all children can achieve at grade level through identified Tier 2 academic interventions. Methods used will include—but will not be limited to—implementation of the District’s adopted content area programs and the implementation of intervention programs to assist children who do not master grade level skills from first instruction. The RTIF will also provide support for the implementation of English Language Development services for English Learners.

The Academic Response to Intervention Facilitator may work outside of traditional school-day hours to coordinate or provide academic support to students before or after school. For example, the work day 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.

Academic Response to Intervention Facilitators 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 Response to Intervention Facilitator reports to the school principal and is responsible for the fulfillment of the essential duties set forth below:

1. Support School-Wide Implementation of Response to Intervention
   • 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
   • Assist with administration of identified student assessments (diagnostic, formative, summative) to students and enter the student data in the district data system
   • Assist with collecting data from instructional assessments to identify areas of academic areas of strength and needed growth or support
   • Participate in Student Support Team and IEP meetings as appropriate

2. 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
   • Work with teachers and students to demonstrate or model various research-based instructional methods and strategies to implement RTI
   • Present research-based instructional approaches and collaborates with teachers to determine strategies appropriate for the specific needs of the learners
   • Assist teachers in developing and implementing differentiated instruction and/or classroom-based interventions

3. Deliver and Demonstrate Rigorous Instruction to Targeted Groups of Students
   • Provide best-practice instruction in English/language arts, English language development, or mathematics to targeted groups of students with the objective of dramatically accelerating their academic achievement; students will be 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 that incorporates effective student engagement strategies
   • Ensure instruction is equally effective for students across all ethnicities, language backgrounds, and genders
   • Actively participate in student performance data analysis and academic progress monitoring

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)
• 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.

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
• Experience in teacher leadership role preferred (e.g., team leader, grade level chairperson, instructional coach)
• Training and experience with implementing successful RTI models in diverse schools
• Experience in working with diverse student populations; familiarity with providing effective accommodations or designing lessons that incorporate Universal Design for Learning principles
• 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 accelerating student learning
• 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), or blended-learning models of instruction for students
• 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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