DESCRIPTION

The Academic Acceleration Teacher’s primary responsibility is to promptly raise student achievement outcomes for 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 assigned work location for each Academic Acceleration Teacher will include a high concentration of historically underserved students. The Academic Acceleration Teacher’s role will vitally contribute to dramatic and positive school transformation.

The Academic Acceleration Teacher should be prepared to implement identified academic interventions and support the implementation of school-wide initiatives aimed at improving learning. The Academic Acceleration Teacher’s support to students aims 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.

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 which 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 for two hours after school in collaboration with other expanded learning providers.

The Academic Acceleration Teacher position is a renewable one-year categorically funded position that is categorically funded each year for three years.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The full-time Academic Acceleration Teacher reports to the school principal of a designated School Improvement Grant (SIG) school 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 balanced scorecard
   - Provide support in the implementation of vital school improvement strategies/initiatives tied to the SIG plan, SFUSD’s Strategic Plan and the school’s Balanced Scorecard

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 background, and gender
• Administer identified student assessments (diagnostic, formative, summative) to students and enter the student data in the district data system
• Assist with school-wide student 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
• 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 professional development activities
• Maintain a strong working relationship with the Superintendent’s Zone team and all other SFUSD offices
• Actively collaborate with Zone or school-based instructional coaches and grade level team or subject matter/department teachers, especially around student academic progress
• Communicate with students’ parents and actively engage families regarding student learning goals and improvement strategies

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 No Child Left Behind (NCLB) regulations
• Legal authorization to work in the U.S.
• Minimum G.P.A. of 2.5

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 or coach 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 (e.g. systematic ELD, Read 180, ALEKS, EPGY, etc.)
• 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)
• Familiarity with practices aimed at 21st Century skill development, as well as enriching, engaging instructional models (e.g. project-based learning, arts integration)
• Experience with and/or training in school improvement/reform processes (e.g. cycle of inquiry)
• Ability to contribute to resolve organizational ambiguity and complex problems
• Propensity for fostering a school culture of high expectations and confidence in student success