

## WHO WE ARE

The San Francisco Unified School District (SFUSD) is the seventh largest school district in California, serving more than 57,000 students who speak more than 44 documented languages across 132 schools in the city of San Francisco every year. We aim for every student who attends SFUSD schools to discover his or her spark, along with a strong sense of self and purpose. Our goal is that all students graduate from high school ready for college and career, equipped with the skills, capacities and dispositions outlined in [SFUSD's Graduate Profile](#). Every day in our quest to achieve this mission we provide each and every student the quality instruction and equitable support required to thrive in the 21<sup>st</sup> century.

## WHAT IT MEANS TO WORK HERE

When you join our team at SFUSD you can expect to be part of an inclusive, innovative and equity-focused organization that approaches public education as a social justice movement, requiring broad collaboration across an array of strategic partners. In 2014, SFUSD created an inspiring statement, [Vision 2025](#), which captures our aspirations and vision for the future of public education in San Francisco. Alongside the District's strategic plan, [Transform Learning. Transform Lives.](#) SFUSD is reimagining how public education will change over the next decade to meet the dynamic future of San Francisco. As a [CORE district](#), SFUSD is also a leader in critical systems change for more comprehensive school accountability and innovations that help strengthen the instructional core, which is the foundation of our strategic plan and Vision 2025.

## WHO WE WANT

We want talented people with diverse backgrounds and experiences, who are inspired by our mission steeped in equity, and who are motivated to unleash our children's potential. We want people who are strong collaborators, skilled communicators, and problem solvers comfortable in a community of continuous learning.

- 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/bi-literate 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., Illuminate), 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

## ESSENTIAL DUTIES AND RESPONSIBILITIES

The full-time Academic Response to Intervention Facilitator is responsible for the fulfillment of the essential duties set forth below:

### 1. Deliver and Demonstrate Rigorous Instruction to Targeted Groups of Students

a. 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

- b. Develop and deliver instruction using culturally and linguistically responsive pedagogy and assessment that incorporates effective student engagement strategies
- c. Ensure instruction is equally effective for students across all ethnicities, language backgrounds, and genders
- d. Actively participate in student performance data analysis and academic progress monitoring
- e. 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. Identify and maintain progress data for students that need intensive support**

- a. Keep records of student progress and update formative assessment data report each month
- b. Create indicators for intervention and criteria for Tier 2 & Tier 3, schedules, exit criteria, and communication with parents and teachers
- c. Assist with collecting data from instructional assessments to identify areas of academic areas of strength and needed growth or support
- d. Participate in Student Support Team and IEP meetings as appropriate

## **3. Improve Standards of Practice for Self and Colleagues**

- a. Attend and participate in monthly district-wide ARTIF meetings
- b. Support the analysis of a variety of student performance data to guide instruction and instructional change objectives and strategies as articulated in the site's BSC
- c. 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)
- d. Attend all faculty meetings and participate in all school-sponsored and identified district-level professional development activities
- e. 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
- f. Proactively communicate with parents regarding student progress towards identified learning goals and academic interventions implemented
- g. Present research-based instructional approaches and collaborate with teachers to determine strategies appropriate for the specific needs of the learners
- h. Assist teachers in developing and implementing differentiated instruction and/or classroom-based interventions

The length of the work year for all teachers is 184 days of service, except department heads and dean's/head counselors have 189 days of service. Principal expectations vary by school site. You may access and read individual school profiles and academic plans at the following link: [www.sfusd.edu/schools](http://www.sfusd.edu/schools).

## **MINIMUM QUALIFICATIONS**

- 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.

## **WHAT WE OFFER**

SFUSD is committed to attracting and retaining the best educators in the nation. Benefits of teaching in San Francisco include:

- Competitive salaries determined by experience, education level, and credentials
- Comprehensive medical, vision, and dental insurance for teachers and their eligible dependents
- City and state programs for housing assistance:
- Teacher Next Door Program: <http://sf-moh.org/index.aspx?page=287>
- Extra Credit Home Purchase Program: <http://www.treasurer.ca.gov/cdlac/applications/applications.asp?app=ecthpp>

- Additional salary stipend of \$5000 for National Board Certified teachers
- Additional salary stipend of \$2000 for credentialed teachers teaching in high need schools and a \$1000 stipend for teachers teaching high need subject areas

## HOW TO APPLY

- Go to: [www.sfusd.edu/jobs](http://www.sfusd.edu/jobs)
- Create an account and complete an application.
- Go to the "Apply to Jobs" tab to view and apply for specific openings.

Please check back often to connect your application to specific openings as they are posted. Applicants will be contacted based on the needs of the district. For more information about careers at SFUSD, please visit [www.sfusdjobs.org](http://www.sfusdjobs.org). For more information about SFUSD's mission and Strategic Plan please visit [www.sfusd.edu](http://www.sfusd.edu). For other questions, contact us at [teach@sfusd.edu](mailto:teach@sfusd.edu).

### *Non-Discrimination Policy*

*San Francisco Unified School District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This policy extends to San Francisco County Office of Education, including community school programs and activities. For more information about the District's non-discrimination policy, please review Board Policy 4030.*