



PHILLIP & SALA
BURTON
ACADEMIC HIGH SCHOOL



Phillip & Sala Burton Academic High School Principal Expectations 2017-2018

The Administrative team at Phillip & Sala Burton Academic High School strongly believes that teachers play the most critical role in the success of our students. In order to provide an optimal educational environment where every child has the opportunity to achieve at the highest ability, all Burton faculty and staff members are expected to adhere to the following professional conduct:

Principal Expectations

1. Actively participate in the implementation of the Burton educational programs and organization, including small learning communities, community school initiative, advisory program, grade level teams, common planning time, faculty meetings, PBIS, and other initiatives designed to address students' academic and social needs and teachers' professional development needs.
2. Use a variety of instructional strategies to respond to students' diverse needs, including supporting a positive approach to behavior management.
3. Engage students in meaningful and well-planned educational activities from bell to bell.
4. Assist in supervision of students in the hallways during each passing period and greet students as they enter the classroom.
5. Reflect on teaching practices, establish professional goals, and pursue professional growth opportunities, particularly those designed to heighten teachers' understanding of the Common Core State Standards and those aligned to our schoolwide focus on access and equity for all students.
6. Attend and participate in all scheduled collaboration time and meetings with the full staff, grade level teams, and departmental teams and follow through with the expectations, tasks, and protocols set by team. Additionally, teachers will remain aligned with other colleagues in their same curricular areas as sequenced by department planning and curriculum binders.
7. Maintain communication with all parents, students, colleagues, and educational partners in a manner that is respectful, consistent, and uplifting.
8. Follow through and implement the school's plans for safety, discipline, organization, student leadership, and instruction. Teachers will work actively to de-escalate potentially volatile situations and respond to such incidents with a growth mindset with students.
9. Model positive professional dress, appearance, and demeanor as described in the SFUSD Guidelines.
10. Work with families and other members of the educational community to foster collaboration and ensure student success.
11. Read and comply with directives in the Morning Memo and sent by Administration. Teachers and staff must check their **district-issued** email at least once per day and respond within 24 hours to any professional requests.
12. Maintain student records and required documentation (e.g. attendance, grading, lesson planning, etc.) throughout the year and ensure that all required documentation is timely and accurate.

13. Utilize Synergy to inform students and families of current progress. Publish/update every student's grade/performance profile **weekly at a minimum**. Additionally, teachers should update Synergy Gradebook based on each grading period rather than updating based simply on each semester. Teachers must also ensure that gradebooks are aligned to school's policy of discreet terms.
14. Comply with district-mandated protocols (e.g. statewide testing, professional development day schedules) as directed by various SFUSD departments.
15. Maintain a punctual and satisfactory personal record of attendance, which includes contacting the substitute office in a timely manner to secure a substitute for all absences and providing the substitute with enough material to successfully conduct your classes/job in your absence. Regularly scheduled full-time teachers must report to work and sign in no later than 7:45am and sign out no earlier than 3:15 pm, even if a has a prep 1st/7th periods.

San Francisco Unified School District Board of Education Policies

Understand and implement the following polices:

- 4420 Ethics
- 4430 Respect for Others
- 4440 Reporting Requirements
- 4450 Position Requirements
- 4460 Employee Duties
- 4470 Employee Conduct

Additional SPED Staff Expectations

- A. Prevention and Consultation- Consult with the Student Success Teams and SAP teams concerning appropriate learning strategies and appropriate modifications and interventions to accommodate differences in learning styles as follows:
 - Observe and informally interact with students in the classroom as needed.
 - Informally assess learning environment and develop optimal instructional environments with the classroom teacher as defined by the District.
 - Develop behavior management and classroom management intervention plans and contracts with the classroom teacher.
 - Provide professional development with assigned instructional aides and teachers based on data analysis in the areas of interventions, strategies, modifications, available district and community resources, and adaptations of the core curriculum.
 - Consult with parents/guardians regarding the developmental aspects of learning and recommended follow up strategies for use at home.
- B. Assessment- Conduct formal and informal educational assessments in accordance with District, state, and federal requirements as follows:
 - Utilize assessment tools with a variety of techniques that are functional and curriculum based.
 - Complete and enter all assessments within mandated timelines.
 - Follow the SFUSD report format guidelines and timelines.
 - Make specific recommendations to the IEP team based on the findings of each assessment tool, the core curriculum, and the Districts Content and Performance Standards.
 - Plan and attend meetings for all RSP and/or SDC students as appropriate based on caseload (initials, annuals, tri- annuals, changes of programs, and demission).

C. Instruction- Deliver instruction according to the core curriculum and the California and District Content and Performance Standards as follows:

- Provide direct instruction to students receiving RSP and/or Inclusion support and at-risk students in a one-to-one or small group setting in the general education classroom.
- Provide consultation to the general education teacher on identified students IEP goals and objectives and on adaptations/modifications of the core curriculum for all students.
- Provide supervision and lesson planning for instructional aides working with RSP, Inclusion, and at-risk students.
- Pull out services to reinforce the core curriculum will occur after the above instructional supports have been unsuccessful.
- All SPED teachers who are assigned co-teaching sections shall adhere to all 15 Foundation Agreements for Co-Teaching.

D. Accountability- Follow District guidelines, procedures and job descriptions as follows:

- Develop IEP goals and objectives in accordance with the core curriculum and the California and District Content and Performance Standards.
- Attend all IEP meetings, SAP meetings, faculty meetings, and professional development activities as requested by the site administrator.
- All case managers will use Google Calendar to schedule and invite all needed stakeholders to IEPs.
- Maintain and distribute a weekly schedule of support for each student receiving SPED support and each instructional aid providing support.
- Notify the principal of absences within time frame as described above.