



Christi Barrett
Superintendent

Darrin Watters
Deputy Superintendent
Tracy Chambers
Assistant Superintendent
Darel Hansen
Assistant Superintendent
Dr. Karen Valdes
Assistant Superintendent

Professional Development
Service Center
1791 W. Acacia Avenue
Hemet, CA 92545
(951) 765-5100
Fax: (951) 765-5115

Professional Development
Academy
2085 W. Acacia Avenue
Hemet, CA 92545
(951) 765-5100
Fax: (951) 765-6421
www.hemetusd.org

Governing Board
Stacey Bailey
Rob Davis
Megan Haley
Gene Hikel
Vic Scavarda
Patrick Searl
Ross Valenzuela

**CERTIFICATED POSITION VACANCY
POSITION FOR THE 2019-20 SCHOOL YEAR**

**TEACHER ON SPECIAL ASSIGNMENT
6-12 MATHEMATICS INSTRUCTIONAL COACH
(8 positions)
REPOST**

APPLICATION DEADLINE: UNTIL DISTRICT NEEDS ARE MET

TEACHER WORK YEAR: 186 Days Plus 10 additional days at a Per-diem rate

QUALIFICATIONS: Must possess a valid California credential authorizing services in mathematics **AND** a minimum of five years teaching mathematics at the 6-12th grades.

SALARY RANGE: \$53,195 - \$107,951 with a health benefit package of \$10,600 per year. Salary placement will depend upon education and experience. A maximum of 13 years of previous experience is credited for initial placement on the salary schedule.

DISTRICT: There are approximately 21,800 students in the K-12 schools of the Hemet Unified School District. Hemet is located approximately 90 miles southeast of Los Angeles, 80 miles northeast of San Diego and 40 miles from Palm Springs.

APPLICATION PROCEDURE:

Interested applicants are requested to submit the following via Ed-Join at:
www.edjoin.org

- Ed-Join application
- Resume
- Copy of credential
- EL verification
- 2 letters of recommendation (dated within the last year)



No paper applications will be accepted!

IMPORTANT: It is the applicant's responsibility to **attach** ALL requested materials AS SPECIFIED ON APPLICATION AND JOB ANNOUNCEMENT to comply with the application procedure. These materials must be **attached BY THE APPLICANT** and submitted **WITH** the completed application. **Applicants who do not submit all of the application materials listed above may not be considered for this vacancy.**

Only those applicants recommended for employment are subject to a fingerprint clearance through the Department of Justice (DOJ). This clearance requires a money order made payable to RCOE (Riverside County Office of Education). Authorization for employment will not be granted until the fingerprint clearance from DOJ and TB clearance are received.

Posting Number: CE 19-06

March 25, 2019

AN EQUAL OPPORTUNITY - AFFIRMATIVE ACTION EMPLOYER



TEACHER ON SPECIAL ASSIGNMENT 6-12 MATHEMATICS INSTRUCTIONAL COACH

JOB SUMMARY

Under direction of the Director Professional Development to plan, develop, organize, and support the professional needs of 6-12 grade teachers at the middle and high school levels as they implement the district adopted mathematical program content standards, benchmarks in mathematics, and address the specific requirements of the Title I Program and /or other educational related programs or grants; and to do other related functions as required. This position would be district-directed, and based at a school site(s).

ESSENTIAL FUNCTIONS

- Provide support and assistance to all classroom teachers in the full and skillful implementation of the district's adopted mathematic program.
- Conduct demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provide on-site professional development to ensure that teachers are knowledgeable about programs components and understand the instructional design of how the program meets the standards.
- Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the program.
- Conducts classroom visits and provides "next-step" support for all teachers.
- Serve as a resource, identifying appropriate instructional strategies and interventions to improve achievement for all students.
- Assist teachers in preparation and pacing for instruction.
- Participate in collaborative grade level and department meetings to assist in the analysis and utilization of assessment data to improve student achievement.
- Assist grade level teams and departments in setting goals for improving instruction.
- Meet regularly with principals and district staff to review assessment data and to assess the outcomes of goals established by grade level teams and departments.
- Prepare forms, records, and reports as directed.
- Attend meetings and trainings as directed. Assist teachers at the site with implementation of training topics as needed.
- Establish systems to survey and collect data relative to school needs for programs and trainings.
- Work autonomously and in partnership with administrators and teachers to initiate programs and trainings that address site needs.
- Participate in and provide targeted professional growth.
- Receive and contribute constructive feedback, through Professional Development evaluations and team support meetings.
- Work collaboratively as a member of the Professional Development team to model research-based strategy instruction.

ADDITIONAL GRANT RESPONSIBILITIES at ASSIGNED SCHOOL SITE:

- Serve as point of contact for schools in providing on-site and direct instructional support for school sites that are aligned with district-awarded grants and respective Site Plan goals(e.g. GEAR UP);
- Responsible for understanding grant goals, interests, and challenges of school sites and integrating support needed consistent with the grant requirements and service plans (e.g. GEAR UP);
- Collaborate with external grant entities (e.g. ACCESS), to coordinate instructional support based on the data reflected in each site's LCAP, SBAC, SARC, and WASC reports;
- Communicate with grant coordinators inside and outside the district to ensure alignment of instructional support, needs, and progress towards each site's goals;
- Attend and actively participate in grant activities, including orientations, professional learning sessions, convenings, and conferences;
- Participate in grant service provider professional training/gearing opportunities (e.g. GEAR UP) and Site Visits;
- Provide monthly documentation of instructional support provided to each school site.

(continued)
EMPLOYMENT STANDARDS

KNOWLEDGE OF:

- Current curriculum and instructional strategies in mathematics;
- Using assessment to improve staff and student learning;
- Principles, theories, methods, techniques, and strategies pertaining to teaching mathematics to 6-12 students;
- Mathematic curriculum, instructional goals and objectives, educational trends and research findings pertaining to a comprehensive mathematic program;
- Socio-economic and cultural background differences of the school population.

ABILITY TO:

- Communicate, listen and interact with people; teachers, administrators, as well as P.D. team members.
- Plan, organize, develop, and conduct a comprehensive mathematic professional development program for 6-12 staff;
- Effectively assess the mathematic needs of teachers and students;
- Provide a motivating and stimulating learning environment for 6-12 staff;
- Perform research and development activities pertaining to mathematic curriculum, designed to enhance student educational opportunities and experiences;
- Work effectively with staff, students and public;
- Make independent decisions;
- Work autonomously and collaboratively
- Organize task, set priorities and meet deadlines, manage multiple tasks;
- Demonstrate good judgment and good problem-solving skills;
- Direct and instruct others;
- Respond appropriately to evaluation and changes in the work setting.

EDUCATION:

Possession of a baccalaureate or higher degree with a major or minor in mathematics with the needed courses to meet credential requirements.

EXPERIENCE:

- Minimum of five years teaching mathematics at the 6-12 grades;
- Teaching in a standards-based instructional program;
- Presenting and/or coaching adults desired.

CREDENTIAL:

Possession of a valid California Single Subject Teaching Credential authorizing services in mathematics.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The physical requirements indicated below are examples of the physical aspects that this position must perform in carrying out the essential functions of the position.

Physical Demands: Walk, look downward, turn neck (up to continuously) sit, bend (frequently); stand, stoop, squat, reach, push, pull, (Occasionally; kneel, crawl. Climb (infrequently); grasp/manipulate materials & supplies (continuously); lift items to 10 pounds (frequently), carry to 10 pounds (occasionally), lift/carry to 40 pounds (infrequently); use seeing, hearing and speaking (continuous).

Working Conditions: Indoor classrooms and workspaces, exposure to: office equipment noises, driving mountain roads, temperature changes, dust, pesticides and smoke (seasonally).

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Bargaining Unit
Certificated

Salary: Teacher salary, plus 10 additional days at a Pre-diem rate and mileage.

March 25, 2019