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Superintendent

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Deputy Superintendent  
Tracy Chambers  
Assistant Superintendent  
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**Governing Board**

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

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

**TEACHER ON SPECIAL ASSIGNMENT  
POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS  
INSTRUCTIONAL COACH  
(REPOST)**

**APPLICATION DEADLINE: Friday, September 13, 2019**

**LOCATION: District Based**

**TEACHER WORK YEAR: 186 Days (pro-rated)** Plus 10 additional days at a Per-diem rate

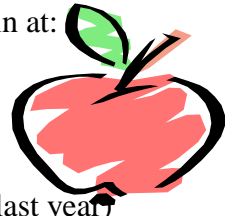
**QUALIFICATIONS:** Must possess a valid Multiple Subject California credential authorizing service in a Multiple Subject setting.

**SALARY RANGE:** \$53,195 - \$107,951 (pro-rated) 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.

**APPLICATION PROCEDURE:**

Interested applicants are requested to submit the following via Ed-Join at: [www.edjoin.org](http://www.edjoin.org)

- Ed-Join application
- Resume
- Copy of credential
- 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 19-45**

**REPOST**

**AN EQUAL OPPORTUNITY - AFFIRMATIVE ACTION EMPLOYER**

**June 10, 2019**

**August 30, 2019**

## HEMET UNIFIED SCHOOL DISTRICT

### DISTRICT PBIS COACH

#### **JOB SUMMARY**

Under direction of the director of Student Support Services, the PBIS coach is to plan, develop, organize, and support the professional development needs of site-based PBIS teams, teachers and site administrators in implementing PBIS strategies and tiers of support with fidelity for students at a school site. The coach will work with consultants and trainers to provide the most up to date information and support as they implement the district PBIS interventions.

#### **ESSENTIAL FUNCTIONS**

- Provide coaching, support and assistance to site-based PBIS Teams in the full and skillful implementation of the district's adopted PBIS program with fidelity to the national standards and model.
- Provide coaching to site-based PBIS teams in administering the PBIS fidelity measurement instruments (TFI, TFI walk-throughs, etc.) at their schools and with their teams.
- Serve as a member of the district's PBIS Implementation Team, and collaborate with site administrators, technical assistance providers, grants management, project evaluation and student services.
- Provide support to the designated internal coaches at each school site in site-based PBIS implementation with fidelity.
- Help guide and support the professional development activities that site-based PBIS Teams provide to their full school staff.
- Provide support and assistance to all classroom teachers in the full and skillful implementation of the district's adopted PBIS program.
- Conduct demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the tiered levels of supports with fidelity.
- Provides on-site professional development to ensure that teachers and site administration are knowledgeable about PBIS and develop a culture of support that enhances the fidelity of this support.
- Assists teachers in building an interactive classroom environment focused on the tiered strategies embedded in the culture of the school site. .
- Conduct classrooms visits and PBIS assessments to determine sites growth and future supports.
- Serve as a resource identifying appropriate instructional strategies and interventions to improve desired outcomes from the implementation of school wide and district wide PBIS implementation.
- Participates in site and district based PBIS leadership teams.
- Assist site teams in setting goals for improved behavioral and academic outcomes.
- Meet regularly with principals and district staff to review assessment data and to assess the outcomes of goals established by teams and departments.
- Prepare forms, records, and reports as directed.
- Attends meetings and professional development as directed.

#### **EMPLOYMENT STANDARDS**

##### **KNOWLEDGE OF:**

- Strong background in PBIS and behavioral interventions
- Using assessment to improve teacher and student learning;
- Principles, theories, methods, techniques, and strategies pertaining to behavioral interventions, PBIS and tiered systems of support.
- Socio-economic and cultural background differences of the school population.
- Students with disabilities and English Learners strategies to eliminate the achievement gap between sub groups.

##### **ABILITY TO:**

- Communicate and interact with people;
- Plan, organize, develop, and conduct a comprehensive professional development program for teachers;
- Effectively assess the needs of teachers and students;
- Provide a motivating and stimulating learning environment for teachers;
- Perform research and development activities pertaining to PBIS designed to enhance student educational opportunities and experiences;
- Work effectively with faculty, students and public;

**HEMET UNIFIED SCHOOL DISTRICT  
DISTRICT PBIS COACH  
(Continued)**

**ABILITY TO:** (Continued)

- Organize task, set priorities and meet deadlines, manage multiple tasks;
- Demonstrate good judgment and good problem-solving skills;
- Direct and instruct others;
- Make independent decisions;
- Work autonomously;
- Respond appropriately to evaluation and changes in the work setting.

**EDUCATION:**

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

**EXPERIENCE:**

- Minimum of 3 years PBIS teaching or leading experience
- Presenting and/or coaching adults desired.

**CREDENTIAL:**

Possession of a valid California Multiple Subject Teaching Credential, Single Subject Teaching Credential or Pupil Personnel Services Credential.

**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 road, 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 per-diem rate and mileage.

April 2016