



DATE: May 1, 2018

FROM: Diana L. Tavares
Director, Certificated Personnel

SUBJECT: **2018-19 CERTIFICATED SECOND ROUND TRANSFER OPPORTUNITIES**

The attached positions represent all new, known vacancies as of this date. The vacancies are subject to change based on budget and/or subsequent staffing changes. Current permanent and probationary employees holding appropriate credentials may apply. Pursuant to Section 17.4.5 of the STA/SUSD collective bargaining agreement, “Any teacher receiving a position from the first notice is barred from applying for a position in the second notice.” Additionally, substitutes and temporary contracted employees are not eligible to apply for transfer. Transfers will be predicated upon appropriate credentials and EL Authorization for the assignment.

- **TEACHING POSITIONS:** These positions will be filled by the qualified teacher with the highest seniority, except at charter schools where the interview and select process is followed. List no more than three (3) requests, in order of preference, in the spaces marked 1st, 2nd, and 3rd choice on the Request for Transfer form. The preference order you list will be used to determine placement (if applicable). **Requests for more than three will not be considered. Requests for transfer to charter schools must be accompanied by a completed Interview Profile form.**

Elementary positions are listed by life level and do not specify a particular grade level unless described otherwise. Please list the assignments on your transfer form as they appear on the posting. **Requests for specific grade levels will not be considered** unless specifically noted in the posted assignment.

- **SPECIALIST POSITIONS:** These positions will be filled through the interview and select process. Please submit a letter of interest and a resume stating your qualifications and experience for the position along with a Request for Transfer form and an Interview Profile form. You may apply for no more than three (3) Specialist positions. List positions in order of preference in the spaces marked 1st, 2nd, and 3rd choice on the Request for Transfer form. The preference order you list will be used to determine placement (if applicable). If you are also submitting transfer requests for teaching positions, please incorporate your preference for those assignments with your preference for Specialist positions. For example, if you apply for three (3) teaching positions and three (3) Specialist positions, you will need to list all positions for which you applied in order of preference (1st – 6th choices).
- Applicants **must** have an English Learner Authorization, or equivalent, on file in the Human Resources Department at the time of application or they will not be eligible for interview. All positions will require effective EL strategies.

- Applicants for all positions (elementary and secondary) advertised as BCLAD **must** have the certificate on file in the Human Resources Department at the time of application or they will not be eligible for interview.

When assignments are made, you will be notified by mail (NOT by telephone) of your new assignment. **You will not have the opportunity to decline the assignment once you are notified of your transfer.** Be sure you want the position for which you apply.

PLEASE DO NOT CALL THE HUMAN RESOURCES DEPARTMENT REGARDING THE STATUS OF YOUR TRANSFER UNLESS YOU ARE WITHDRAWING YOUR TRANSFER REQUEST.

All application materials are due in the Human Resources Department no later than **4:00 pm on Tuesday, May 15, 2018.** Please read instructions carefully. **Late and/or incomplete applications will not be considered.**

CRW/DLT:lb/kb/mvm/rp

ELEMENTARY TEACHING POSITIONS			
SITE	POSITIONS	ASSIGNMENT	DESCRIPTION
EL DORADO	1	INTERMEDIATE	
EL DORADO	1	INTERMEDIATE	8 TH ELA/SOCIAL STUDIES
FILLMORE	1	INTERMEDIATE	7 th MATH/SCIENCE
FREMONT	2	PRIMARY	
FREMONT	1	INTERMEDIATE	
GRUNSKY	1	INTERMEDIATE	
HAMILTON	1	PRIMARY	
HAMILTON	1	INTERMEDIATE	
HENRY	1	KINDERGARTEN	
HONG KINGSTON	1	KINDERGARTEN	
HONG KINGSTON	1	INTERMEDIATE	
HUERTA	1	KINDERGARTEN	
HUERTA	1	INTERMEDIATE	
MADISON	1	PRIMARY	
MCKINLEY	1	KINDERGARTEN	
MCKINLEY	1	INTERMEDIATE	
PITTMAN*	3	PRIMARY	
PITTMAN*	1	INTERMEDIATE	
PITTMAN*	1	INTERMEDIATE	4 TH – Spanish Dual Immersion BCLAD
PULLIAM	2	PRIMARY	
ROOSEVELT	1	INTERMEDIATE	8 TH MATH/SCIENCE
VAN BUREN	2	PRIMARY	
VAN BUREN	2	INTERMEDIATE	
CURRICULUM**	1	ARTS RESOURCE TEACHER	Art (Single Subject)
CURRICULUM**	1	K-8 PE TEACHER	PE (Single Subject)

*Charter School - Interview and Select

** Positions may be itinerant

PRESCHOOL POSITIONS

SITE	POSITIONS	ASSIGNMENT	DESCRIPTION
CHAVEZ	1	HEAD START TEACHER	8 HOUR
ADAMS	1	HEAD START ASSOCIATE TEACHER	8 HOUR
BUSH	1	STANDARD PERMIT TEACHER	(PM)
GRUNSKY	1	STANDARD PERMIT TEACHER	(PM)

SPECIALIST INTERVIEW OPPORTUNITIES

INSTRUCTIONAL COACH

*(Funded by State and Federal Categorical Programs)***

Curriculum – (1) Position

DEFINITION

The Instructional Coach provides to all teachers ongoing, targeted classroom support through daily one-on-one and/or group interactions with teachers. The Instructional Coach will assist teachers with the full and skillful implementation of the District's and SBE-adopted instructional programs and research-based instructional strategies in a focused effort to increase student achievement as defined by the SUSD Blueprint for Student Achievement.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the designated administrator.

EXAMPLE OF DUTIES-(Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.)

Coach teachers in all areas of scientifically research based programs, including but not limited to teaching strategies, strategic learning, interventions, strategies/methods for special needs or EL students, California Common Core Standards, components of balanced instructional programs, which includes reading, writing, listening and speaking; the eight (8) mathematical practices of the Common Core, and instructional technology. **E**

Assist and support teachers with planning, pacing and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and strategies for instructing intervention students, ELs, Students with Disabilities (SWDs), benchmark and advanced learners. **E**

Participate in collaborative grade/department level meetings to assist in the analysis and utilization of assessment data to improve student achievement. **E**

Assist teachers in building interactive classroom environments focused on the content and learning strategies embedded in the core academic program.

Apply knowledge of vertical alignment, instructional guides and grade level standards.

Gather and use multiple measures of student assessment results to inform coaching support based on teacher needs in consultation with site administrator. **E**

Maintain and submit activity logs to the designated administrator who will monitor the use and impact of coaching services on student achievement.

Provide staff development related to both district adopted curriculum and effective researched-based instructional strategies. **E**

Participate in a professional development program to deepen understanding of effective, research-based practices in the area of Instructional Coaching and the Coaching Cycle.

QUALIFICATIONS

Knowledge of:

- Data collections systems.
- Basic principles of learning for reading and writing, including differentiated instruction, direct instruction, reciprocal teaching and other research-based instructional practices.
- Second-language acquisition theory, and experience with English Language Development and Specially Designed Academic Instruction in English (SDAIE).
- Adult Learning Theory, how adults learn how to implement new skills into practice.
- The Cognitive Coaching Cycle

Ability to:

- Provide professional development on district and site initiatives
- Communicate effectively verbally and in writing to meet various teacher learning styles.
- Adapt and readjust to assist when teachers are finding tasks or duties challenging.
- Work with multiple teachers in a group or individual setting.
- Provide teachers multiple opportunities to reflect on teaching practices.
- Develop a trust-based professional relationship with teachers through confidentiality and coaching conversations

Education and Experience:

A valid California teaching credential; a CLAD or higher level of EL authorization; a minimum of five (5) years satisfactory teaching experience; a minimum of one (1) year previous teacher leadership or support experience and have completed professional development for core curriculum.

WORKING CONDITIONS

ENVIRONMENT

Office, school, and outside work setting;

Subject to frequent interruptions and daily contact with District staff, students, and parents; and
Frequent driving to District Office and/or other locations.

PHYSICAL DEMANDS:

Employees in this position must possess/have the ability to:

- Hearing and speaking to exchange information and make presentations.
- Visual ability to read, prepare/process documents and small figures and monitor a wide area.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting, walking and standing for extended periods of time.
- Occasional carrying, pushing, pulling or lifting up to 25 lbs.
- Occasional bending at the waist and stooping.
- Occasional reaching overhead, above the shoulders and horizontally.
- Frequent movement of head, looking up and down and side to side.

Salary Placement

Regular teacher's salary schedule, plus factor

Bargaining Unit: STA

Regular teacher's work year; plus two (2) days

Applicants must submit a Request for Interview, Interview Profile, letter of interest, and resume describing the training and/or experience that they feel qualifies them for the position.

*** Instructional Coach positions are specially funded. In accordance with STA Contract Article 17, Section 17.6, selection of these teachers is at the sole discretion of the District.*

SPECIALIST INTERVIEW OPPORTUNITIES

PROGRAM SPECIALIST, PROFESSIONAL DEVELOPMENT/NEW TEACHER SUPPORT Curriculum (1) Position

DEFINITION

Provide coordination in the development and implementation of district-wide professional development for new and/or beginning teachers; perform related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives supervision from the Executive Director of Curriculum and Professional Development and the Senior Program Specialist/Teacher Induction Program.

REPRESENTATIVE DUTIES– (Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but, is intended to accurately reflect the principal job elements.)

Work with district and department staff to coordinate the district’s teacher induction program including professional development for teachers to complete CTC requirements for the California clear credential. (E)

Work with district and department staff to coordinate the district’s teacher support programs including professional development for induction mentors, candidates, site support teachers and new/beginning teachers. (E)

Work with site administrators to coordinate site-based professional development and support for teachers working toward credential requirements. (E)

Work with the other instructional departments to provide professional development for teacher induction program participants and new/beginning teachers. (E)

Assist with monitoring induction candidates’ completion of program requirements. (E)

Participate in bi-monthly meetings of the SUSD Teacher Induction Program Leadership team. (E)

Participate in annual meetings of the district’s SUSD Teacher Induction Advisory Council. (E)

Participate in regional Institutes of Higher Learning (IHE) collaboration meetings. (E)

Facilitate and monitor all levels of support specific to teachers needs on the Learning to Teach Continuum (student teachers, STSP’s, PIP’s, interns, induction candidates). (E)

Attend regional, state, and CTC sponsored induction meetings. (E)

Assist with completion of CTC required accreditation activities according to specified timelines. (E)

Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

- California Curriculum Frameworks, standards, visionary documents and other reform initiatives
- Research, theory and practices that address the needs of TK-12 educators in an inner city urban school district
- Standards of Quality and Effectiveness for Teacher Induction Programs
- Professional development research, theory and practice
- California Standards for the Teaching Profession (CSTP)

Ability to:

- Communicate effectively orally and in writing including making public presentations
- Coordinate the daily operations of district level projects
- Conduct professional development sessions for teachers, administrators and support staff
- Work effectively with others to develop and implement department plans and programs
- Have physical capability sufficient to perform job duties

Education and Experience:

- Experience with supporting new/beginning teachers across the Learning to Teach Continuum.
- Any combination of training or experience equivalent to three (3) years of TK-12 professional development of teachers, administrators and support staff in the core curricular areas.
- Instructional coaching experience preferred.
- Master of Arts or advanced degree from an accredited college or university preferred

License or Certificate:

- Appropriate teaching credential
- First Aid and CPR certificates must be obtained within sixty (60) days from date of hire
- Possession of a valid California driver's license

Physical Demands:

Employees in this position must have/be able to:

- Enter data into a computer and operate standard office equipment
- See and read a computer screen and printed matter with or without visual aids
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others
- Sit or stand for extended periods of time
- Bend at the waist; reach overhead, above the shoulders and horizontally, grasp, push/ pull
- Lift and/or carry up to 25 lbs. at the waist for short distances

Salary Placement:

Regular teacher's salary schedule, plus factor

Bargaining Unit: STA

Work Year: 227 Days

Applicants must submit a Request for Transfer, Interview Profile, letter of interest and resume describing the training and/or experience that they feel qualifies them for the position.

SPECIALIST INTERVIEW OPPORTUNITIES

PROGRAM SPECIALIST El Dorado K-8 School (1) Position

Description: Under the direction of the supervision of the site administrator in coordination with the Program Improvement Director, and Administrator, State and Federal Programs, the Program Specialist will coordinate supplemental programs at the site.

Duties and Responsibilities:

- Coordinate and manage state required testing
- Coordinate tutorial programs
- Coordinate/integrate base and supplemental programs
- Select and order supplementary materials for reading and mathematics
- Coordinate literacy program
- Coordinate site reading assessments
- Assist with coordination of the Coordinate Compliance Review (CCR)
- Assist the administration and school with:
 - Managing and analyzing student data
 - School Plan writing
 - Instructional and bilingual aide placement
 - Inventory of materials and books
 - Monitoring of English language program and services
 - Bilingual Deputy duties
 - Parent involvement (family math and literacy nights)
 - Modeling lessons, effective teaching strategies and peer coaching to teachers
- The Program Specialist will provide the following support:
 - Instructional program support – 100%

Required Qualifications:

1. A valid elementary or secondary teaching credential with English Learner authorization.
2. A minimum of three (3) years satisfactory teaching experience in grades K-12.
3. Knowledge and competence in Action Learning Systems strategies.
4. Knowledgeable regarding Categorical funding, regulations and implementation.

Work Year: Regular teacher's work year, plus two (2) days

Salary: Regular teacher's salary schedule, plus factor

Applicants must submit a Request for Transfer, Interview Profile, letter of interest and resume describing the training and/or experience that they feel qualifies them for the position.

SECONDARY TEACHING POSITIONS

EDISON HIGH SCHOOL

MATH 5° MATH (*Full Math authorization required*)

SOCIAL
SCIENCE 3° SOCIAL SCIENCE / 2° AVID

PACIFIC LAW ACADEMY – Charter School

BIOLOGY 2° ANATOMY/PHYSIOLOGY / 2° BIOLOGY / 1° AP BIOLOGY

SOCIAL
SCIENCE 2° US HISTORY / 2° PHYSICAL EDUCATION / 1° AVID

WEBER INSTITUTE

SOCIAL
SCIENCE 4° ETHNIC STUDIES / 1° WORLD HISTORY / 1° US HISTORY

SPECIAL EDUCATION TEACHING POSITIONS

SCHOOL/DEPARTMENT	POSITION	LEVEL
CHAVEZ HIGH SCHOOL	SPEC ED ORTHO IMPAIRMENT	9-12
EDISON HIGH SCHOOL	SPEC ED MILD/MOD	9-12
HAMILTON SCHOOL	SPEC ED RSP	K-8
HAZELTON SCHOOL	SPEC ED RSP	K-8
KENNEDY SCHOOL	SPEC ED MILD/MOD	INTERMEDIATE
MARSHALL SCHOOL	SPEC ED MOD/SEV/AUT	PRIMARY
PAAC	SPEC ED MOD/SEV/AUT	PRE –K (REQUIRES CREDENTIAL AUTHORIZING EARLY CHILDHOOD SPECIAL EDUCATION)
PEYTON SCHOOL	SPEC ED MOD/SEV/AUT	PRIMARY
RIO CALAVERAS SCHOOL	SPEC ED RSP	K-8
STAGG HIGH SCHOOL	SPEC ED MILD/MOD	9-12