

## Appendix A: Resumes

*Michelle Gath*

2020 BEVERLY PLAZA #209, LONG BEACH, CA 90815 562.301.494.4809 [MICHELLEMG3@YAHOO.COM](mailto:MICHELLEMG3@YAHOO.COM)

### **OBJECTIVE**

Passionate, dedicated educator seeking teaching position, specializing in English

### **PERSONAL PHILOSOPHY**

I believe education is the key to unlock endless possibilities and that all students, no matter their abilities, have the right to be given the best education that helps them develop life skills to be enable them to have successful futures.

### **QUALIFICATIONS**

- 5 years of various teaching and tutoring experiences including 4th grade curriculum, 6th-8th grade English, 6th grade history, ESL, reading intervention, pre-algebra, algebra and geometry
- Leadership roles such as School Site Council member, PLC - facilitator, Interdisciplinary Team- lead teacher, Small Learning Academy - secretary
- Extensive professional development in reading specialization, curriculum development, teaming building, and technology

### **EDUCATION**

Graduation date May 14, 2010

Master in Education Administration, Administration Credential

Concordia University, Irvine, CA

2004-2007

Single Subject Teaching Credential—English

California State University Long Beach

2000-2004

Bachelor of Arts—Cum Laude—Human Development with a specialization in Educational Psychology

California State University Long Beach

### **WORK HISTORY**

2007-2010 - English Teacher

Nimitz Middle School, Huntington Park, CA 90255

- School Site Council Member
- Over 100 hours of professional development and leadership service during the 2009-2010 school year
- Facilitated Professional Learning Community for Seventh Grade ELA Teachers and successfully increased students testing scores on district assessments
- Participated in Leadership Team by collaborating with grade level teachers, school staff and administration in various academic, administrative, and curricular concerns

- Secretary for Small Learning Academy and participated in developing creative contests, activities, and fieldtrip opportunities for students
- Teacher for 7th grade English aligned to California State Standards, ESL (Highpoint), 6th grade English and History, 7th and 8th grade reading intervention (*Language!*)
- Integrate technology into lessons and enrichment opportunities
- Developed differentiated educational units incorporating multiple intelligences and Bloom's Taxonomy to insure opportunities for all students to learn by incorporating manipulative activities, music, and graphic organizers to reach audio, kinesthetic and visual learners
- Completed 2 year BTSA training

### ***Work History Continued***

2006-2007—6th & 8th Grade Part Time Teacher/ Private Tutor

St. Joseph and Mary Academy Lakewood, CA

- 6th grade English and History
- 8th grade English and Algebra
- 9th grade Geometry
- Tutor English, Math: Pre-algebra—Algebra

2005-2006—4th Grade Teacher

St. Dominic Savio, Bellflower, CA

- 4th grade Teacher - class size of 37 students
- Coached 7th/8th grade volleyball team
- Assisted with Student Council
- First Grade Teacher Aide
- Helped with WASC planning

2003-2005 St. Joseph Church, Long Beach, CA

LIFE TEEN Youth Minister/Administrator

- Plan and facilitate youth activities for up to fifty people
- Manage ten volunteers
- Organize fund raisers
- Network with other community youth programs

2001-2003 Los Alamitos High School, Los Alamitos, CA

Volleyball Coach

- Girls Frosh/Soph Volleyball Head Coach—2002 League Champions
- Girls Varsity Assistant Coach—2002 CIF Champions
- Boys Frosh/Soph Volleyball Head Coach

### ***REFERENCES***

- Chris Steinhauser, Superintendent LBUSD, (562)431-7739
- Frank Vasquez, Principal, Nimitz Middle School, (323)887-5400
- Mary Mills, Assistant Principal, Nimitz Middle School, (323)887-5400
- Lorena Montenegro, Magnet Coordinator, Nimitz Middle School, (323)887-5400
- Nicole Niederdeppe, English Chair, Nimitz Middle School, (323)887-5400
- Hugh Van der Linder, School Counselor, Baldwin Park High School, (562) 505-2848
- Gary Girstner, Professor, Concordia University/GGUSD Principal, (714) 663-6074

### ***TRAINING AND PROFESSIONAL DEVELOPMENT***

- School Plan Writing Team—LAUSD Local District 6 New Middle School 2009-2010
- ELD Professional Development—English Language Skills Training—LAUSD—6/3/09
- Child Abuse Reporting Awareness Training—LAUSD—12/09
- Practical Strategies for Differentiating Language Differences from Language Learning Disabilities in English Language Learners—Los Angeles County Office of Education—3/27/09
- Three Day High Point Institute Professional Development—LAUSD—7/08
- Workshop of California Teaching Standards & Understanding by Backward Design—Chester W. Nimitz Middle School Professional Development—2/27/08
- COMP– LAUSD Professional Development Center—Development in Classroom Organization and Management Program 30 hours of professional - 1/31/08
- Sopris West Language! Year 1, Grade 8 40 hour Professional Development Reading Institute 10/07
- BER—Bureau of Education & Research: Strategies for working effectively with difficult, noncompliant students 12/18/07

# **Shawn Christopher Boone**

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910 North Orange Grove Avenue #1, West Hollywood, California 90046

Phone: 323-646-1848 Email: [shawncboone@aol.com](mailto:shawncboone@aol.com)

## **EDUCATION**

**Doctorate of Education** – expected completion, September, 2010

Walden University – Riley College of Education and Leadership, Minneapolis, Minnesota

**Preliminary Administrative Services Credential**, August, 2007

National University, Los Angeles, California

**Master of Arts in Education, minor Elementary Education**, May, 2004

**Clear Ryan Multiple Subject California Teaching Credential**, May, 2004

Loyola Marymount University, Los Angeles, California

**Bachelor of Arts in Religion, minor in Psychology** May, 2000

Wheaton College, Norton, Massachusetts

## **PROFESSIONAL EXPERIENCE**

### **Faculty**

University of Phoenix, Phoenix, Arizona

July 2009-Present

- Faculty member for the School of Education, Teacher Education programs
- Teach a class titled, “Maintaining an Effective Learning Climate”

### **Lead Teacher**

Los Angeles Unified School District, Los Angeles, California

September 2002-Present

- *Designed and implemented developmentally appropriate instruction for a diverse group of students including Magnet and Gifted Students, English Language Learners, and students receiving special education support services*
- *Organized instructional lessons in History, English, and Technology to ensure alignment with the California State Standards*
- *School Site Council (SSC) Member, 2007-present*
- *Single Plan for Student Achievement Committee Member, 2008*

- *Acted as a content lead teacher and support provider and assisted History teachers in aligning course instructional materials to State Standards, 2005-2007*
- *Teach For America (TFA) Incorporated Corps Member, 2002-2004*

### ***UTLA Chapter Chair/Co-Chair***

*October 2006-Present*

#### *United Teachers Los Angeles, Los Angeles, California – Gage Middle School Chapter*

- *Organized and mobilized local chapter teachers to remove principal*
- *Enforce UTLA/LAUSD Collective Bargaining Agreement and other Labor Laws*
- *Act as a liaison for teachers and health and human services professionals at weekly meetings with the principal*
- *Co-Chair Shared-Decision Making Council*
- *Facilitated teacher input in the design and creation of the Single Plan for Student Achievement Plan*
- *Create and distribute Newsletter to keep members informed of rights and responsibilities*
- *Represent teachers in administrator/teacher conferences*
- *Serve on the South Area Steering Committee and visit schools to organize and mobilize UTLA members around central Union issues*

### **Admissions Associate, Humanities Teacher, and Community Service Program Coordinator**

Brimmer and May School, Chestnut Hill, Massachusetts

September 2001–September

2002

- Created and implemented curriculum for two upper-school courses, World Religions and Psychology
- Worked in conjunction with the Admissions office to implement strategies to assist in the recruitment and retention of families of color and non-traditional families
- Organized, coordinated, and supervised the community service program
- Provided leadership in the form of workshops and seminars to assist administrators, faculty, and students in their personal and professional development
- Appointed as a member of the Faculty Grievance Committee

### **Project Assistant and MASS Prevention Center Consultant**

Health Care of Southeastern, Brockton, Massachusetts

November 1997-August 2001

- Assisted in the development of an HIV/AIDS curriculum for the Massachusetts Department of Education
- Acted as conduit between State and Federal grants provided to local non-profit agencies
- Provided quantitative and qualitative research analysis for the curriculum stakeholder meetings
- Supported and provided technical assistance to community groups throughout the duration of the curriculum implementation

### **President of Wheaton College Student Government**

Wheaton College, Norton, Massachusetts

June 1999-June 2000

- Oversaw and provided support to more than 30 elected student government officers, 11 multicultural student clubs, 15 extra-curricular organizations, and nine executive board vice-presidents
- Allocated and managed the Student Government Activities budget of \$380,000
- Developed an action plan for recruiting and retaining faculty members of color
- Designed new student government model and implemented first student government officer training
- Chaired Student and Trustee Board meetings held twice a year with college administrators, students, and trustees

## **Pastoral Care Chaplain**

Good Samaritan Medical Center, Brockton, Massachusetts

September 1995-June 1999

- Acted as liaison between the Protestant religious community and the Catholic Medical Center
- Counseled sick and dying patients and their families
- Organized and conducted Protestant religious services offered to patients and staff members
- Recruited, trained, and supervised Protestant volunteers
- Assisted the Pastoral Care Department Director with all Inter-faith celebrations and vigils
- Created weekly Pastoral Care Department Bulletins

## **AWARDS AND HONORS**

- African-American Scholar Award for Academic Achievement, Loyola Marymount University, May, 2004
- UJIMA Award for Outstanding Contributions towards Issues of Diversity, Wheaton College, April, 2000
- Sally Gale Gillman Award for Outstanding Academic Achievement and Campus Service, Wheaton College, May, 2000
- J. Arthur Martin Prize in Religion For Outstanding Contribution to the Study of Religion, Wheaton College, May, 1999
- Thousand Point of Light Volunteer Action Award, President William J. Clinton, April, 1993

## **WORKSHOP PRESENTATIONS:**

- Department Chair presentation on “The Matrix,” March, 2008
- UTLA membership presentation on “Union Contracts and Leadership,” May, 2007
- Faculty Meeting “Understanding the District’s discipline policy,” June, 2007
- New Teacher Committee “The New Teacher Stull,” August, 2007, 2008
- C-track pupil free day motivational speaker, presentation titled, “‘On the pulse of our morning’: A time for healing and reflection.” May, 2006
- Brimmer and May School presentation titled, “The ‘Sacred of the Profane’: Working the Civil Rights Movement into American History.” January, 2002
- Wheaton College “Autumn-Fest” keynote speaker, “Terrorist’s ISM: A time to heal; a time to remember, 9-11.” October, 2001
- Wheaton College Alumni Reflection Series Presenter, “Black in America.” February, 2001

# JENNIFER M. FLEMING

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415 Herondo Street #348 • Hermosa Beach, California 90254 • (310) 710-0916 • jmf0854@lausd.net

## **CERTIFICATION AND EDUCATION**

### **M.A. in Biliteracy, Leadership and Intercultural Education**

#### **Preliminary Administrative Services Credential**

Loyola Marymount University, Los Angeles (Anticipated Graduation, Spring 2010)

#### **SB-2042 Single Subject Teaching Credential in Social Science, Foundation-level Mathematics, and Introductory Business**

Clear Credential: California State University, Los Angeles (2007)

Preliminary Credential: California State University, Dominguez Hills (2004)

#### **B.A. in Asian Studies & Business Administration**

University of Oregon, Eugene (1996)

## **TEACHING EXPERIENCE**

#### **Substitute Teacher, *Los Angeles Unified School District*, California (2007-2009)**

- Worked as day-to-day substitute at local middle and high schools
- Fulfilled long-term sub duties for three middle school classes, including history and P.E.

#### **Social Studies Teacher, *Henry T. Gage Middle School*, California (2003-2007)**

- Taught U.S. History, World History and Model United Nations (elective)
- Differentiated instruction by incorporating scaffolding and SDAIE strategies into lessons
- Collaborated with English teachers to incorporate literacy and writing strategies in content area
- Incorporated technology-based projects into curriculum

#### **Impact Counselor, *Henry T. Gage Middle School*, California (2006-2007)**

- Counseled groups and individuals affected by issues such as divorce, substance abuse, etc.

#### **8<sup>th</sup> Grade Sponsor, *Henry T. Gage Middle School*, California (2005-2007)**

- Educated and counseled 8<sup>th</sup> graders on culmination requirements
- Developed goal setting activities to help students meet culmination requirements
- Organized all 8<sup>th</sup> grade activities, including culmination and class fieldtrip

#### **Design/Lead Team Member for Academy of Excellence SLC, *Henry T. Gage Middle School*, California (2005-2007)**

- Helped conceptualize and write the initial proposal for a literacy-based SLC
- Organized and participated in SLC activities

**Homework Help Teacher, *Henry T. Gage Middle School*, California (2003-2006)**

- Tutored students in various subject areas after school

**Assistant English Teacher, *JET Programme*, Japan (1997-2000)**

- Taught English as a second language (ESL) to elementary and junior high students, and adults
- Presented workshops on ESL classroom activities and American culture
- Promoted cultural exchange in prefectural and community events

**Japanese Co-Editor, *AJET Team Taught Pizza Teaching Manual*, Japan (1998-2000)**

- Contributed, translated and edited ideas for ESL lessons



**David E. Dillard** (DelDillard@aol.com)

**Education**

Bachelor of Arts, History, University of California, Los Angeles

**Professional Experience**

Teacher Foshay Learning Center 1989 - present.

Teacher USC NAI middle school history 1991 - 2010

Six years SBM teacher representative.

Three years SBM co-chair 1996-1999.

**Certifications**

Teaching Credentialed at California State University, Dominguez Hills  
Elementary and secondary social science credentials, CLAD

# Van Khanh Bui

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Westminster, CA 92683  
(714) 475 - 4449

## EDUCATION AND TRAINING

- **Master of Public Policy, University of California—Los Angeles** 06/09
- **Bachelor of Arts in Astrophysics, University of California—Berkeley** 12/01
- **Peace Corps Training, Guinea, W. Africa** 07/04 – 09/04
  - Intense training focused on teaching techniques, French, cross-cultural issues and development

## PROFESSIONAL EXPERIENCE

### **Writing Consultant, United Teachers Los Angeles (UTLA), Los Angeles, CA** 12/09 – 01/10

- Working with a team composed of Los Angeles Unified School District teachers to write a proposal for South Middle School #2abc under the Public School Choice Resolution
- Combining sections written by the teachers into one coherent proposal while communicating the need for various criteria to be addressed
- Making sure the parts flow as a single coherent voice and that there are no internal contradictions
- Writing the executive summary and editing the writing team's works

### **Policy & Resource Planning Intern, Bureau of Population, Refugees and Migration (PRM), U.S. Department of State, Washington, DC** 06/08 – 8/08

- Reviewed the State Department's Project Horizon report and summarized key points that would impact future PRM's activities
- Covered and summarized a press event on the Hill concerning statelessness
- Updated UNHCR's and UNRWA's latest population statistics for PRM maps of populations of concern and returnees
- Interviewed program officers to obtain estimates of expected returnees in certain countries for PRM maps of returnees
- Summarized key changes made in the 2nd Edition of Guiding Principles on Internal Displacement, Annotations
- Drafted a write-up on the goal of PRM's emergency response team
- Updated PRM's emergency response roster and compiled additional information on PRM's employees with humanitarian experience
- Entered program mechanism data of organizations' FY 2009 requests for proposal
- Updated and obtained clearances for the 2008 Statelessness Fact Sheet
- Researched information on the Bhutanese stateless population to answer the Assistant Secretary's questions during the clearance process
- Assisted in the Monitoring & Evaluation Workshop at the Foreign Service Institute
- Drafted talking points on statelessness for PRM's intranet
- Drafted narratives on international organizations for the FY 2009 Contribution Plans
- Researched case studies of major conflicts on the time frame of humanitarian assistance post-conflicts and the amount of earmarked/un-earmarked funding spent during that period

### **Physics Tutor, Gateway Academy, Cerritos, CA** 07/07 – 01/08

- Provided tutoring to high school students in preparations for the SAT II Subject Test for Physics
- Provided one-on-one general physics tutoring to high school students

### **Research Assistant, Vital Research, LLC, Los Angeles, CA** 07/07 – 12/07

- Administered HIV/AIDS survey at Neighborhood Council meetings in Los Angeles County

### **Student Task Force Intern, Human Rights Watch, Los Angeles, CA** 07/07 – 12/07

- Reviewed human rights educational websites
- Updated Student Task Force (STF) website
- Prepared materials for a STF Leadership Conference held on Sept. 15<sup>th</sup>, 2007

- Provided HRW support to the student task force high schools
- Provided administrative support for the Human Rights Watch office

**Physics Tutor, Elite Educational Institute—Fullerton, La Habra, CA** **11/06 – 05/07**

- Provided one-on-one physics tutoring to high school students
- Taught a 12-week course on the SAT II Subject Test for Physics

**Education Volunteer, Peace Corps, Guinea** **09/04 – 06/06**

- Taught physics in French to 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders in a Guinean school
- Organized/coordinated a 4-day Girls Conference for 24 adolescent girls and their Peace Corps volunteer counterparts to discuss issues involving health and hygiene, women's rights, female genital cutting, the environment, etc.
- Facilitated sessions such as female reproduction during two 4-day Girls Conferences and a 3-day Boys Conference
- Worked with fellow teachers in writing a grant proposal to the World Bank for a week-long teachers training seminar
- Worked with Peace Corps trainers/volunteers to develop and design the curriculum/educational materials for an 11-week training program
- Instructed 16 Peace Corps trainees in strategies for teaching in Guinea
- Worked with students to raise village awareness of HIV/AIDS, unwanted pregnancy, female genital mutilation, and girls' education
- Coached the school's girls soccer team during tournaments
- Taught English to fellow teachers and students

**Computer Resource Specialist I, Space Sciences Laboratory, UC Berkeley** **01/02 – 06/04**

- Designed/updated projects and missions' websites and scientists' online publications
- Created/updated researcher's bibliographies and publications on Microsoft Access
- Provided technical support for LaTeX or UNIX-based publications and graphics
- Provided administrative/secretarial support such as data entry, answering and making phone calls

**COMPUTER SKILLS**

Proficient in:

- STATA, a statistical analysis software
- MS Office (Word, Excel, Power Point, and Access) and Adobe Photoshop/Illustrator
- Windows, UNIX and DOS operating systems
- HTML, LaTeX and IDL programming languages

Familiar with the following programming languages:

- C++, PASCAL and FORTRAN

**FOREIGN LANGUAGES**

- French (Advanced)
- Vietnamese (Intermediate)
- Spanish and Susu–W. African language spoken in Guinea (Novice)

**CLUBS**

- Sergeant-at-Arms, Speak Out Toastmaster Club, Long Beach, CA **03/07 – 06/07**
- Vice President of Education, Speak Out Toastmaster Club, Long Beach, CA **01/10 – Present**
- Member of Speak Out Toastmaster Club, Long Beach, CA **01/07 – Present**

**CERTIFICATIONS**

- Certified Mediator (05/08)
- Emergency 30-Day Substitute Teaching Permit in California; Expires 02/01/10
- Toastmaster International-Certified Competent Communicator (11/09)

## Appendix B: Job Descriptions

### Principal Job Description

**PRIMARY FUNCTION:** To provide effective instructional leadership for his/her building and manage those activities that contributes to the effectiveness of the total educational program.

**ESSENTIAL FUNCTIONS:**

1. The Principal exhibits and utilizes professional knowledge in an effective manner.

The Principal will:

- a. Demonstrate a working knowledge of the Middle School Concept of Education.
- b. Assist in the selection and assignment of middle school personnel based on knowledge of ability, qualifications, past performance and middle school needs.
- c. Demonstrate knowledge of District and middle school curriculum.
- d. Lead curriculum development activities providing opportunities and encouragement for increased staff program expertise and involvement.
- e. Implement the District approved curricular scope and sequence in the middle school setting.
- f. Administer systematic and effective methods of objectively monitoring student progress.
- g. Utilize test results in analyzing program effectiveness and identifying areas needing improvement.
- h. Demonstrate continued personal growth through participation in professional activities and organizations.
- i. Evaluate progress toward instructional goals and objectives and make needed adjustments.
- j. Provide leadership in identifying and solving issues and problems facing the profession.

2. The Principal utilizes effective strategies and activities in the performance of job responsibilities.

The Principal will:

- a. Effectively supervise the instructional performance of the professional staff through frequent and ongoing observation and evaluation.
- b. Provide assistance to the professional staff in developing effective classroom management and discipline techniques appropriate to the middle school student.
- c. Act as a role model for expected staff behavior by demonstrating leadership, management, and instructional skills.
- d. Implement an effective orientation program for newly assigned personnel.

- e. Demonstrate prudent risk taking and vision in the interest of school improvement.
- f. Establish and clearly communicate building priorities and long range goals.
- g. Administer school budget(s) in accordance with system regulations, board policies, and legal requirements.
- h. Implement a fair, consistent, and effective program of teacher evaluation.

3. The Principal is effective in planning and preparation for job responsibilities.

The Principal will:

- a. Develop and implement administrative procedures consistent with federal law, state school law, state board of education and local school board policy.
- b. Make decisions based on consideration of alternatives, consequences, and applicable research.
- c. Promote the incorporation of community resources into the middle school program.
- d. Provide for the maintenance of accurate and current personnel, student, and fiscal records.
- e. Establish and/or maintain safety and security arrangements for school plant facilities and equipment.
- f. Supervise the preparation of accurate budgets and effectively monitor expenditures.
- g. Ensure the accurate and efficient preparation of required district reports and requisitions.
- h. Monitor and audit student activity accounts.
- i. Supervise health, guidance, and attendance services to insure the humane treatment of all students.

4. The Principal exhibits effective human relation skills within the educational environment.

The Principal will:

- a. Develop and maintain positive staff morale.
- b. Personally interact with parent groups to promote positive school-community relations.
- c. Encourage parent visits and involvement in school activities.
- d. Provide appropriate orientation and induction programs for teachers and staff members.
- e. Demonstrate fair and equitable treatment of all teachers, staff and students.

5. The Principal effectively interacts with students.

The Principal will:

- a. Demonstrate an understanding of pre- and early adolescent students.
- b. Establish high expectations for student achievement that are directly communicated to students.

- c. Maintain adequate student discipline through the implementation of a fair and effective discipline code.
- d. Provide for adequate supervision and acceptable student behavior at all middle school sanctioned or sponsored activities.
- e. Encourage and allow students and student organizations to give meaningful and appropriate input to the operation of the school.

6. The Principal effectively communicates with others.

The Principal will:

- a. Define, articulate and promote the internalization of a middle school philosophy.
- b. Provide for systematic, two-way communication with teachers, staff and the community.
- c. Implement an effective method for reporting student progress.
- d. Communicate effectively both orally and in writing with the various elements of the school community.
- e. Effectively communicate and support management team decisions and school board policies.
- f. Effectively interact with management personnel in sharing ideas, problems, expertise, resources and personnel.

7. The Principal manages time effectively.

The Principal will:

- a. Ensure that student and teacher schedules are developed which promote school objectives and minimize conflict.
- b. Establish clear rules and expectations for the use of time allocated to instruction.
- c. Complete assigned tasks on time.

8. Other Responsibilities.

The Principal will:

- a. Perform such other tasks and assume such other responsibilities as the Superintendent may assign.
- b. Maintain regular attendance.

**QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:** Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Valid state certification in school administration; a master's degree in education or school administration (Ed.S., EdD. or Ph.D. degree preferred); a minimum of five years of progressively more responsible experience in teaching, related education specialty, supervision or administration; or equivalent education and experience; preferable in an inner city school.

**Language Skills:** Ability to read, write and interpret documents such as curriculum guides, budgets, test results, labor contracts, grant applications, statutes and policies. Ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts. Ability to write routine reports and correspondence. Ability to speak effectively to individuals and groups.

**Mathematical Skills:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information.

**Reasoning Ability:** Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem solving and decision-making skills.

**Other Skills and Abilities:** Must have a working knowledge of computers and their capabilities.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

**Terms of Employment:** Salary based on Principal's salary schedule

## **Teacher Job Description**

A major priority in the District is to have a fully certified / licensed teacher in every classroom. The District seeks qualified candidates who are innovative, enthusiastic, and are looking for the opportunity to make a difference. (LAUSD)

The Federal legislation, "HR1 No Child Left Behind Act of 2001", requires that all public school districts hire "Highly Qualified" teachers for their schools. Therefore, the employment process for teachers has become extremely selective and competitive. The LAUSD is committed to hiring teachers who meet the NCLB definition of a highly qualified teacher.

Teacher candidates will hold a teaching credential / certificate must meet the following minimum LAUSD employment standards:

- Successful completion of the California Basic Educational Skills Test (CBEST).
- Completion of a Baccalaureate degree from an accredited college or university.
- Attainment of a grade point average of at least 2.7 overall.

### **The Application Process**

Step 1: Complete the Online Application.

Step 2: Applications will be reviewed based on the needs of the District and current selection criteria. Candidates may receive an e-mail requesting additional documents, as needed. After application review, selected candidates may be scheduled for an interview with Human Resources.

Step 3: After the Human Resources interview, candidates who meet District standards may be referred to schools where positions are available.

Step 4: School site interview committees will invite selected candidates for interview and make their final selection.

Step 5: Selected candidates will visit LAUSD Central Offices to finalize:

- Credential Verification
- Health clearance, including tuberculosis testing
- Fingerprinting
- Contracting
- Salary Placement

### **Other job duties:**

- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.



- Instruct through lectures, discussions, and demonstrations in one or more subjects such as English, mathematics, or social studies.
- Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
- Establish clear objectives for all lessons, units, and projects, and communicate these objectives to students.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Maintain accurate, complete, and correct student records as required by laws, district policies, and administrative regulations.
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Prepare materials and classrooms for class activities.
- Assign lessons and correct homework.
- Enforce all administration policies and rules governing students.
- Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Guide and counsel students with adjustment and/or academic problems, or special academic interests.
- Meet with other professionals to discuss individual students' needs and progress.
- Prepare and implement remedial programs for students requiring extra help.
- Prepare for assigned classes, and show written evidence of preparation upon request of immediate supervisors.
- Use computers, audiovisual aids, and other equipment and materials to supplement presentations.
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injury and damage.
- Prepare reports on students and activities as required by administration.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Collaborate with other teachers and administrators in the development, evaluation, and revision of middle school programs.

- Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence.
- Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
- Administer standardized ability and achievement tests, and interpret results to determine student strengths and areas of need.
- Organize and label materials, and display students' work.
- Organize and supervise games and other recreational activities to promote physical, mental, and social development.
- Attend staff meetings, and serve on staff committees as required.
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from such activities.
- Select, store, order, issue, and inventory classroom equipment, materials, and supplies.
- Sponsor extracurricular activities such as clubs, student organizations, and academic contests.
- Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms.
- Supervise, evaluate, and plan assignments for teacher assistants and volunteers.

## **Title I / Bilingual Coordinator Job Description**

Primary Function: Provides leadership in the development, planning and improvement of Title I programs; monitor implementation of the District's Title I program and develop appropriate reports for state and federal agencies.

Directly Responsible To: Principal and Local District 6 Superintendent

### **EDUCATION AND EXPERIENCE:**

#### **I. Education**

A. Valid California Administrative Credential

B. Valid California Teaching Credential

C. Master's degree

#### **II. Experience**

A. Three years of progressively responsible experience in education administration and/or instructional improvement programs for disadvantaged students.

B. Fluency in Spanish is preferred.

### **DUTIES AND RESPONSIBILITIES:**

1. Serve as District specialist in Title I and ELL education for disadvantaged students; identify areas in which programs and materials are needed; plan for the development of needed programs and materials and organize teams to assist in curriculum development and writing.
2. Organize and direct staff, including teachers and principal, in planning, formulating objectives and evaluating curriculum related materials and programs for disadvantaged students.
3. Provide leadership of resource teacher support services to assist in implementation of Title I programs.
4. Monitor implementation of the District's Title I program and develop appropriate reports for state and federal agencies; develop school site Bilingual budget allocation criteria for District schools.
5. Provide leadership in evaluating the quality of Title I services and report the results of such evaluation.
6. Provide leadership in assessing education needs and in planning and developing education opportunities for teachers, such as special classes, demonstrations, workshops, orientations and area meetings; provide for professional development opportunities for staff.
7. Administer special programs requiring expertise in areas related to assigned duties and provide leadership in the coordination of Title I services.

8. Serve as liaison between the District and community groups.
9. Supervise Title I certificated and classified program staff.
10. Plan, organize and implement long and short term programs and activities designed to develop assigned programs and services.
11. Prepare and maintain detailed records of department functions and activities.
12. Communicate with other administrators, personnel and outside organizations to coordinate activities and programs; resolve issues and conflicts and exchange information.
13. Operate a computer and assigned software programs; operate other office equipment as assigned.
14. Perform related duties as assigned.

#### KNOWLEDGE AND ABILITIES:

##### Knowledge of:

- ◆ District organization, operations, policies and objectives
- ◆ Policies and objectives of assigned program and activities
- ◆ Budget preparation and control
- ◆ Oral and written communication skills
- ◆ Principles and practices of administration and supervision
- ◆ Applicable laws, codes, regulations, policies and procedures
- ◆ Interpersonal skills using tact, patience and courtesy
- ◆ Operation of a computer and assigned software

##### Ability To:

- ◆ Plan, organize and administer Title I and Bilingual program activities
- ◆ Plan and organize staff development programs related to Title I and Bilingual student needs
- ◆ Train and evaluate the performance of assigned staff
- ◆ Review existing and pending legislation related to procedural guidelines and the District's Title I program and recommend origination, modification, or support of legislative measures
- ◆ Maintain current knowledge of applicable provisions of applicable laws, rules and regulations
- ◆ Communicate effectively both orally and in writing

- ◆ Interpret, apply and explain rules, regulations, policies and procedures
- ◆ Establish and maintain cooperative and effective working relationships with others
- ◆ operate a computer and assigned office equipment
- ◆ Analyze situations accurately and adopt an effective course of action
- ◆ Meet schedules and time lines
- ◆ Work independently with little direction
- ◆ Plan and organize work
- ◆ Prepare comprehensive narrative and statistical reports

#### WORKING CONDITIONS:

##### Environment:

- ◆ Office environment

##### Physical Abilities:

- ◆ Dexterity of hands and fingers to operate a computer keyboard
- ◆ Sitting or standing for extended periods of time
- ◆ Hearing and speaking to exchange information and make presentations
- ◆ Seeing to read and write reports

## Appendix C: List of Works Cited

- Boone, S. C. (2009). [Dissertation Proposal]. Unpublished.
- Champion, R. (2003). The real measure of a professional development program's effectiveness lies in what participants learn [Electronic version]. *Journal of Staff Development*, 24(1), 75-76.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. doi:10.3102/0013189X08331140
- Epstein, J. (2005). Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research. Baltimore, MD: Center on School, Family, and Community Partnerships, Johns Hopkins University.
- Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. New York: Teachers College Press.
- Gordon, M.F. & Louis, K.S. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education*, 116 (1) 1-32.
- Harrison, C. & Bryan, C. (2008). Data dialogue: Focused conversations put evidence to work in the classroom, *JSD*, 29(4), pp. 15-19.
- Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Education*, 126(2), 334-345.
- Murphy, M. (2009). Tools & talk. Oxford, OH: NSDC.
- Lowden, C. (2005). Evaluating the impact of professional development [Electronic version]. *The Journal of Research in Professional Learning*, 84(5), 1-22.