

Woodland Joint Unified School District
 Certificated Vacancy Announcements for 2021-2022 School Year
 June 22, 2021
 Position(s) Closing Date: **June 28, 2021 at 4:00 P.M.**

****These positions are funded with state/federal relief funds****

Vacancy No.	Position Location/ Position Supervisor	Position Title	Minimum Qualifications	Desirable Qualifications
22-900	Flex Academy Program Location: TBD Supervisor: Administrator of Alternative Programs	Teacher, Elementary (K-6) 3 positions available	Appropriate certification with English Learner Authorization.	Demonstrated ability to provide engaging instruction in an online setting. Understanding of differentiation and knowledge of best practices in supporting students. Experience teaching district curriculum programs at the elementary level. Ability to maintain a proactive and positive relationship with students, staff, parents, and community members. Experience with positive behavior interventions and supports. Experience with social-emotional learning curriculum. Daily schedule will require flexibility and includes direct instruction via electronic means according to the approved schedule. Additional collaborative work may regularly take place with parents, coworkers, and administrators to ensure the high academic performance and achievement of students. The teacher provides direct differentiated instruction to students, and provides positive and consistent classroom management and behavioral intervention and support. Teachers are required to be present on assigned school site during assigned duty hours.

*ELA is the abbreviation for English Learner Authorization aka CLAD.

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Vacancy No.	Position Location/ Position Supervisor	Position Title	Minimum Qualifications	Desirable Qualifications
22-901	Flex Academy Program Location: TBD Supervisor: Administrator of Alternative Programs	Teacher, Secondary (7-12) 3 positions available	Appropriate certification with English Learner Authorization.	<p>Demonstrated ability to provide engaging instruction in an online setting. Understanding of differentiation and knowledge of best practices in supporting students. Experience teaching district curriculum programs at the secondary level. Ability to maintain a proactive and positive relationship with students, staff, parents, and community members. Experience with positive behavior interventions and supports. Experience with social-emotional learning curriculum.</p> <p>Daily schedule will require flexibility and includes direct instruction via electronic means according to the approved schedule. Additional collaborative work may regularly take place with parents, coworkers, and administrators to ensure the high academic performance and achievement of students. The teacher monitors student progress within the online curriculum, schedules check-ins and individual sessions as needed, and provides positive and consistent classroom management and behavioral intervention and support. Teachers are required to be present on assigned school site during assigned duty hours.</p> <p>Single Subject English or Math credentials desired.</p>

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Vacancy No.	Position Location/ Position Supervisor	Position Title	Minimum Qualifications	Desirable Qualifications
22-902	Location: TBD Elodia Lampkin, Associate Superintendent, Educational Services	Elementary Counselors 3 positions available	Appropriate certification.	Helps to set a positive school climate where staff and pupils will be better able to develop their full potential. Acts as a liaison between students, parents, staff, and community agencies. Possession of a credential with a specialization in pupil personnel services issued by the CA state Department of Education. Master's degree from an approved institution with a major in counseling, social work, psychology, or related fields is desirable. Bilingual/Biliterate in English/Spanish is desired.
22-903	Location: TBD Christina Lambie, Executive Director	TOSA: Teacher on Special Assignment K-3 Literacy 2 positions available	Appropriate certification.	Experience teaching in kindergarten through third grade. Demonstrated success in supporting students with early literacy skills. Ability to work collaboratively with colleagues and administration to identify areas of need and plan for providing student supports. Experience with data analysis protocol and cycle of inquiry. Experience modeling lessons for colleagues to share best practices for early literacy instruction. Experience with district adopted ELA curriculum. Knowledge of research-based instructional strategies. This Teacher on Special Assignment (TOSA) will serve as a support for teachers in the area of literacy and language arts. The TOSA will work with paraprofessionals assigned to K-3 classrooms to support early literacy. Supports the development of high quality and effective English Language Arts instruction at all elementary schools. Engages in the cycle of inquiry with classroom teachers and administration to identify student needs and plan for instruction.

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