



GLENDALE UNIFIED SCHOOL DISTRICT

223 North Jackson Street | Glendale, CA 91206

(818) 241-3111 | www.gusd.net

“Preparing our students for *their* future”

RESIDENT TEACHER

SPECIAL EDUCATION

DESCRIPTION

Under the direction of the Special Education Mentor Teacher and the Loyola Marymount University (LMU) Credential Program staff. Upon successful completion of the residency program, residents become eligible to be recommended for a California Preliminary Teaching Credential to the California Commission on Teacher Credentialing.

ESSENTIAL FUNCTIONS

1. Participate in a full-year residency embedded in a special education setting (SAI-Core, Self-Contained, Autism, ED, or inclusion-based classrooms).
2. Engage in co-planning, co-teaching, and case management activities under the guidance of a trained mentor.
3. Attend LMU coursework aligned to daily clinical practice and district initiatives in SPED.
4. Implement progress monitoring and data collection systems required by the GUSD Special Education Department.
5. Participate in IEP meetings as appropriate, with mentor support.
6. Demonstrate growth on jointly developed performance assessments and observation tools aligned to CTC Education Specialist standards.
7. Commit to working with the District for at least four years following the completion of the residency and the issuance of a credential from the California Commission on Teacher Credentialing.
8. Must obtain a 30-day substitute teacher permit with the California Commission on Teacher Credentialing and be willing to work as a substitute teacher on days not assigned to the residency program in a different classroom than designated for the residency.

Competencies

Residents enter the program with foundational knowledge and will develop proficiency in:

1. Understanding disability categories, characteristics, and learning needs.
2. Implementing IEP goals, accommodations, modifications, and behavior support plans.
3. Designing differentiated instruction aligned to students' academic, behavioral, communication, and functional needs.
4. Utilizing assessment data to inform instruction and progress monitoring.
5. Applying evidence-based practices such as UDL, PBIS, Functional Behavior Assessments, and social-emotional supports.

6. Supporting inclusion through co-teaching models and collaborative problem-solving.
7. Maintaining compliance and documentation aligned with federal, state, and district requirements.

JOINT EXPECTATIONS FOR RESIDENTS & MENTORS IN SPECIAL EDUCATION

To ensure alignment and coherence between coursework and clinical practice, both residents and mentors:

1. Participate in GUSD–LMU jointly facilitated SPED professional development sessions.
2. Engage in structured inquiry cycles, coaching conversations, and data reviews.
3. Contribute to inclusive school environments that support students with disabilities in accessing the full curriculum.
4. Implement evidence-based strategies for behavior support, communication development, and academic skill acquisition.
5. Collaborate with general education teachers, service providers, instructional assistants, and administrative teams.
6. Maintain high standards of professionalism, confidentiality, and compliance with IDEA, California Ed Code, and district policies.

QUALIFICATIONS

Education

An earned bachelor's degree from a regionally accredited college or university.

Credential

30-day Substitute Teacher Permit. This may be obtained after admission into the program, but no later than July 1, 2026.

TEACHER RESIDENT FINANCIAL OBLIGATIONS

Individual teacher residents are solely responsible for tuition and associated costs and fees of the program, including, but not limited to registration fees, books, other course materials, and lab fees. LMU agrees to work with individual teacher residents to enable the use of education awards received from grants, loans, and scholarship funds to pay part or all their tuition costs. Information regarding student financial aid and loan options will be provided.

ADMISSION INTO LMU

Once admitted into GUSD Resident Teacher program, applicants must complete the LMU admission process at least 10 business days prior to the start of the credential program (Summer Session II). Additional information will be provided upon admittance into GUSD's program. A complete application for admission includes the following required components:

PROGRAM LOGISTICS

The Teacher Residency Program will begin with resident admission and selection finalized by

May 15, 2026. Admitted residents will enroll in LMU credential coursework beginning June 1, 2026.

Residents will begin their clinical placement with assigned mentor teachers on August 13 and 14, 2026.

The first day of pupil instruction for the 2026–27 school year is August 19, 2026.

Residents will remain embedded in their placement sites for the full academic year, concluding the primary residency experience in June 2027, with required participation in Extended School Year (ESY) from June 14 through July 16, 2027, to strengthen instructional practice in specialized settings and ensure continuity of service delivery.

SUPERVISION

Under the Supervision of the Mentor Teacher, Site Administrator/Designee, or Special Education Department Administrator/Designee, and LMU Credential Program Staff.

WORK YEAR

2026-2027 school year and Extended School Year Summer School - Summer 2027

SALARY SCHEDULE

Residents receive a \$2,500 monthly stipend for 12 months.

Residents may participate in optional paid instructional opportunities, such as tutoring and enrichment, funded through Expanded Learning Opportunities Program (ELOP) at \$40 per hour.

BENEFITS

Residents are provided employee-only HMO medical coverage at no cost.

ADDITIONAL INFORMATION

This job description is not a complete statement of essential functions and responsibilities. The Glendale Unified School District retains the discretion to add or change typical duties of a position at any time.

STATEMENT OF NON-DISCRIMINATION (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 Section 504 of the Rehabilitation Act of 1973): The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities and services shall be free from unlawful discrimination, harassment (including sexual harassment), intimidation, and/or bullying based on actual or perceived sex, race or ethnicity, color, national origin, nationality, religion, age, sexual orientation, sexual preference, ancestry, ethnic group identification, gender, gender expression, gender identity, physical or mental disability, marital or parental status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or sexual harassment in any district service, program and/or activity that receives or benefits from state financial assistance. The Board shall promote programs which ensure that unlawful discriminatory

practices are eliminated in all district activities. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. A copy of the District's Uniform Complaint Policy is available by calling (818) 241-3111, ext. 1457. Complaints alleging noncompliance with this policy of nondiscrimination should be directed to the following personnel:

Title IX Coordinator – Dr. Kelly King, 223 N. Jackson, (818) 241-3111 ext 1209, titleix@gusd.net

Section 504 Coordinator – Dr. Narineh Khemichian, 223 N. Jackson, (818) 241-3111 ext 1416, nkhemichian@gusd.net

Title II/ADA: Dr. Kelly King, 223 North Jackson, (818) 241-3111 ext 1209, kking@gusd.net