

Sioux Falls School District 49-5

JOB DESCRIPTION

DEPARTMENT:

CURRICULUM SERVICES

JOB TITLE:

**Teacher on Special Assignment –
Language Immersion**

REQUIREMENTS:

- A. Education Level:** Master's degree.
- B. Experience Desired:** Evidence of at least five years of exemplary teaching experience in the area of world languages. Experience with curriculum writing.
- C. Physical Requirements:** This position requires constant hand-eye and mind-eye coordination, speaking, writing, sitting, bending, and walking are constantly required.
- D. Other Requirements:** Ability to plan, model and provide training on targeted instructional strategies; must possess instructional technology skills, communicate effectively and relate well with students, school personnel, and parents. Must be knowledgeable about best practices in successful language immersion programs.

REPORTS TO:

Curriculum Coordinator

REQUIRED QUALIFICATIONS:

1. Evidence of successful experience working with adult learners.
2. Evidence of experience using and in-depth understanding of the ACTFL (American Council on the Teaching of Foreign Languages) proficiency and performance guidelines and descriptors.
3. Demonstrates ability to establish and maintain positive relationships with colleagues and building principals.
4. Knowledge and experience implementing best practices in instruction.
5. Knowledge and experience using a variety of assessment tools and analyzing student data.
6. Ability to collaborate with teacher teams, co-teach lessons, and do demonstration teaching.
7. Ability to think flexibly and to adapt work to the needs of teachers.
8. Knowledge and demonstration of using 21st Century skills in instruction (analytical thinking, problem solving, communicating, collaborating, and finding and evaluating information)
9. Demonstrate strong skills in oral and written communication and the ability to utilize technology for communication and instruction.
10. Demonstrate organizational skills and initiative for working with minimal direct supervision.
11. Evidence of ongoing professional learning and reflective practice to continuously improve adult learning and student learning.
12. Knowledge and experience using technology for communication for data analysis, for gathering and organizing information and for presentations.

13. Demonstrated ability to facilitate groups and practice facilitative behaviors.
14. A working knowledge of current research and resources.
15. Ability to support the design and delivery of professional development at both the district and school levels.
16. Evidence of proficiency in at least one language other than English.

PERFORMANCE STANDARDS:

Support of Teachers

- Provides intensive coaching to improve the classroom instructional practice of teachers.
- Collaborates with teachers to self-assess and identify skills and needs for professional growth.
- Assists teachers in developing a repertoire of teaching models, methodologies, strategies, and techniques.
- Assists teachers in developing classroom management including routines and procedures.
- Coordinates induction requirements and provides continuous and regular support to beginning teachers.
- Observes teachers and/or records teachers during their instruction and provides feedback for their professional growth.
- Models or provides models for effective teaching strategies in immersion classrooms.
- Provides individualized support to international teachers as they acclimate to life in the U.S. and American pedagogical practices and classroom management.
- Assist teachers in making learning objectives, especially on take-home assignments, clear to students and to parents.
- Assists in identifying, designing, and delivering individual and building level professional development related to student achievement goals.

Curriculum, Instruction, Assessment

- Assists teachers with instructional planning to achieve curriculum objectives and establish a positive classroom environment.
- Assists teachers with planning and implementation of student assessments.
- Collaborates with K-12 curriculum teams to develop and support a proficiency-based assessment plan and articulation between levels for Spanish Immersion students.
- Assists in analyzing formal and informal data on student achievement in order to inform instructional planning.
- Assists teacher in identification and selection of appropriate instructional materials aligned to content standards.
- Provides relevant information from research and professional literature on best practices in instruction.
- Utilizes cognitive coaching to support staff growth in curriculum, instruction, and assessment.
- Collaborates with curriculum teams to create units of study and learning experiences unique to Spanish immersion students.
- Collaborates with Director of Curriculum, Curriculum Coordinators and Spanish Immersion administration in the evaluation of program effectiveness through data collection and data analysis.
- Assists in identifying standards-based, authentic and level-appropriate texts and resources in Spanish.
- Supports implementation of professional learning communities across sites to enhance student achievement.

Job Specific Professional Responsibilities

- Conducts district and community information sessions on the Spanish Immersion program.
- Develops and maintains a network of contacts to assist in the implementation of the Spanish Immersion program.
- Maintains records of Spanish Immersion program activities.
- Acts as the liaison between Spanish interns, teachers, parents of immersion students, and the community.
- Provides support to Spanish interns to help them better support the teachers with whom they work.
- Coordinates classroom visits from other districts, schools, or parents who are interested in enrolling their children.
- Maintains confidentiality at all times.

WORKING CONDITIONS:

- A. Inside Outside Both
 XXX

B. Climatic Environment:
 Typically, work is conducted in a comfortable environment. Some District classrooms and work areas are not climate controlled and are subject to extremes of temperature and humidity.

C. Hazards:
 For some buildings, stairs, and exposure to communicable diseases may be a potential hazard. In science labs, there could be exposure to chemicals and fumes. Equipment that supports classroom instruction could be potentially hazardous under certain conditions. Travel between schools will cause exposure to hazardous driving and walking conditions.

I have read and understand this job description and can fulfill the essential functions as listed.

Signature

Date

Print Name