



POSITION DESCRIPTION
TEACHER OF SPANISH
(MS Grades 5-8)
2021-2022

OVERVIEW

This is an 80% of full time (negotiable) middle school Spanish-as-a third language teaching position reserved for native speaker applicants (curriculum goals equivalent to high school Spanish levels 1 and 2) within a leading edge PK-8 international school in La Jolla (San Diego) with a compelling mission and strong, well-defined core values. If a full time position is an absolute requirement for interested standout candidates, please send your candidacy documents for consideration as this can be negotiable.

Each class in grades 5-8 at SDFAS (two sections per grade) meets two times per week. Also part of the load is the teaching of once-weekly supplementary course components for hispanohablantes and for newly arriving beginners, this as part of a new PK-8 curricular sequence that the teacher will construct in collaboration with the grades PK-4 teacher. SDFAS students tend in most cases to require less classroom time per week due to their already-acquired bilingual English-French proficiency.

In the 2021-2022 school year, SDFAS students will benefit from a newly designed and implemented Spanish-third-language curriculum sequence in grades PreK-5 beginning that will feed into our longstanding middle school program.

SALARY & BENEFITS

Excellent benefits and salary commensurate with qualifications and experience:

- Compelling mission and core values
- Dedicated and supportive faculty, staff and administration

- Medical, dental and vision benefits (100% of premium covered)
 - Annual 403B matching up to 5% of base salary after 2 years of employment
 - Annual vacation time of 14 weeks
 - Annual professional growth & development opportunities
 - Responsive Classroom® training
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HOW TO APPLY

To apply, please send an email to the attention of Mark Rosenblum, Head of School (employment@sdfrenchschool.org) with a single PDF scan in attachment comprising:

- Cover letter (one-page maximum)
 - Teaching resume (one-page maximum)
 - Statement of second language teaching philosophy (one-page maximum)
 - Two letters of professional reference (one must be from current or most recent direct supervisor).
 - Sample lesson plan, assessment tool, teaching video, unit overview or link to a digital teaching portfolio or teacher web page.
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POSITION REQUIREMENTS

- Authorization to work in the United States for any employer
 - Bachelor's Degree and an advanced degree in education and/or the following related fields: Spanish Language, Spanish Literature, Second Language Acquisition / Teaching of Spanish or World Languages, etc.
 - Native speaker of Spanish and master teacher of communicative-method language acquisition teaching and assessment design with at least 3-5 years of successful experience at the middle or high school level; demonstrated pedagogical content knowledge in Spanish language and Spanish/Latino literature and as regards a variety of second language teaching methodologies; develops innovative, relevant and compelling Spanish language acquisition curricular sequences and assessments, creates authentic and varied course materials, and Integrates into language acquisition lesson design a focus on culture, history and level-appropriate literature from around the Spanish speaking world.
 - Lead by example in demonstrating understanding and commitment to the school's mission and core values
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SDFAS EDUCATOR COMPETENCIES:

Cultural competencies. Demonstrated cross-cultural, inter-relational and active listening competencies; strong personal and professional interest in, and experience with, helping build and sustain a school culture centered around best practices in diversity, equity and inclusion as a top priority.

Pedagogy. Employ brain-based approaches, growth mindset teacher language, and approaches that serve to develop grit, best practices in differentiated instruction and assessment and teaching to multiple intelligences, this to individualize the educational experience in ways that ensure learning and growth for every student; understand and apply well-known foundational education theories (Montessori, Reggio-Emilia, Vygotsky, Piaget, Dewey...) such as constructivism, experiential education, etc.

Stages of human development. Account for researched characteristics of development stages in teaching and interacting with students and their parents. Are knowledgeable about and experienced with middle school age children and demonstrating highly effective skillsets in the domain of classroom management, pacing and efficient use of classroom time with students. Are familiar with key concepts such as Maslow's hierarchy of needs, etc.

Curriculum, unit, lesson and project design. Uses backward planning in designing curricular units (formative and summative), meaning to begin by clearly articulating the essential learning outcomes (content and skills) prior to deciding the pedagogical methods, materials, pacing, out-of-class assignments, and type(s)/frequency of formative and summative assessment; Engages students (and colleagues) in project-based teaching and learning, cross-disciplinary units and multilingual educational endeavors; makes frequent connections to what matters most to today's students, consistently taking into account, referencing and making connections to the realities of the world of their generation and lived experience.

Academic teaching and social-emotional learning. Employ a variety of effective student-centered teaching approaches that integrate into academics a focus on activities that cultivate social and emotional skills as well as competencies in the domain of diversity, equity and inclusion

Educational technology. Possess experience and expertise integrating educational technology to advance and enhance curricular objectives and support highly effective teaching, learning and collaboration (preferably within a one-to-one Chromebook program using Google Suite and Classroom, GoGuardian and various cutting edge in-person and remote-teaching applications such as pear deck, etc.

Professional development. Demonstrate self-motivation and personal desire to further grow and develop as professional educators by seeking ever greater knowledge and deepened teaching and learning skill sets through workshops and seminars; reading and research; visiting the classrooms of colleagues and watching them teach; professional networking and regular review of useful educational social media feeds; piloting innovative projects on one's own as well as in collaboration with others; offering to model and share best practices, take risks, and acquire knowledge and skills based on trial and error, this through self-reflection and voluntary solicitation of critical feedback from expert colleagues.

Communication with parents. Are honest with parents in regularly reporting observations and facts about academic performance, social and emotional skills, and behavior or mindset issues. Possess skills to effectively manage difficult conversations (favor telephone or zoom over using email, model healthy communication, set boundaries, call out inappropriate tone or aggressivity, avoid defensiveness, depersonalize, empathize, validate, remain calm, respect dignity, report objectivity, speak with clarity, seek and offer solutions, request assistance and input).

ABOUT SDFAS (www.sdfas.org)

An independent, co-educational dual language school counting approximately 350 students age 2–13, the mission of San Diego French-American School is to offer an exceptional bilingual education within a vibrant international community, preparing students to become confident, responsible and engaged global citizens. The core values of SDFAS are open-mindedness, intellectual curiosity, integrity, empathy and resilience. The school's spacious campus facility is situated atop beautiful Mount Soledad in La Jolla. One of fifty-two French government-accredited international schools in the United States (and over 500 worldwide), the school also holds accreditation from the California Association of Independent schools and the Western Association of Schools and Colleges. Our compelling bilingual, multicultural offering includes an attractive array of academic, social-emotional and extracurricular programs. A recognized leader in international education among San Diego private schools and within the French-American school network, SDFAS is proud of its commitment to excellence and dedicated efforts to prepare students for global citizenship.

During the 2019–2020 school year, SDFAS began its implementation of Responsive Classroom, a leading edge school wide program for social-emotional and student-centered teaching and learning. Training for all newly arriving faculty

members is required (28 hours over four Saturdays via interactive remote learning or via in-person workshop over four consecutive days, Covid permitting).