

**SPANISH PROGRAM COORDINATOR (30%)
&
TEACHER OF SPANISH IN MIDDLE SCHOOL (70%)**

POSITION OVERVIEW

MS Teacher of Spanish and Spanish Program Coordinator (Curriculum Design & Implementation) for launch of a new schoolwide PK-8 curriculum sequence in Spanish for all students, the PK-4 part of which is to be designed and rolled out in all of those grades at the same time in "year one" (2021-22). The position also involves marketing and promoting the new program, collaborating with all French and English program teachers school wide, coaching/supervising curriculum implementation and school wide teaching and learning practices within the Spanish program; teaching directly (2/3 time) in Gr 6-8 as well as native Spanish speaker course supplement classes / reinforcement and foundations-building supplemental classes for newly arriving students with little or no prior experience learning Spanish prior.

***SPANISH PROGRAM COORDINATOR
(approx 30% of the F/T position)***

Collaborate with administrators and teachers to launch, at back-to-school in Fall 2021, the school's expansion of its Spanish program. The Spanish program, formerly only a part of the curriculum in grades 5-8, will expand to include all students in all grades PK - 8. The 12-year program sequence is being planned around four segments, each spanning three grades. The high level vision for the curriculum and objectives for each 3-year sequence are in the table below. Immediately following is a non-exhaustive list of the Spanish Program Coordinator's job scope.

**SPANISH PROGRAM COORDINATOR
JOB RESPONSIBILITIES**

1. Vision and design of a new PK-8 program sequence taking into account the unique features of SDFAS as a bilingual international French-American school
 2. Alignment of each segment of the new Spanish curriculum (horizontal & vertical) with the instructional streams in French and English
 3. Act as the leading face and voice of the school for the Spanish program in terms of publicity and promotion, clarity of communication about the program's objectives (approach and methods)
 4. Program oversight and accountability to the vision (including making improvements based on feedback and as it evolves)
 5. Responding to concerns or questions or requests for information from any of the school's main constituencies (teachers, admin, students, parents), research and offer and even lead ongoing professional development activities and initiatives
 6. Collaborate with team and offer coaching model for language acquisition teacher development (modeling and sharing best practices and approaches)
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SPANISH PROGRAM CURRICULUM VISION

Preschool	PK0 - PK1 - PK2	FLEX (exposure program taught through one hour of class activities per week led entirely in Spanish)
Lower Elementary	K - 2nd	FLEX transition to FLES (more formalized and puts in place the foundations necessary to succeed as a learner of languages in 3rd-8th)
Upper Elementary	3rd - 5th	HS level 1+ attained (2 periods per week for 3 years)
Middle School	6th - 8th	HS level 2+ attained (2 periods per week for 3 years)
Upper Elem. "Principiantes"	3rd, 4th & 5th mixed as one group	One period per week minimum at a separately scheduled time and in addition to attending the regular class
Upper Elem. "Hispanohablantes"	3rd, 4th & 5th mixed as one group	One period per week minimum at a separately scheduled time and in addition to attending the regular class

Middle School "Principiantes"	6th, 7th & 8th mixed as one group	One period per week minimum at a separately scheduled time and in addition to attending the regular class
Middle School "Hispanohablantes"	6th, 7th & 8th mixed as one group	One period per week minimum at a separately scheduled time and in addition to attending the regular class

MIDDLE SCHOOL SPANISH TEACHER
(approx 70% of the F/T position)

1. Classroom teacher of 6th Gr. (1), 7th Gr. (2) & 8th Gr. (2)
2. Beginners/foundational/reinforcement additional weekly period for a mixed group for 3rd, 4th & 5th Gr. and another for a mixed group for 6th, 7th & 8th Gr.)
3. Taller hispanohablantes additional weekly period for a mixed group for 3rd, 4th & 5th Gr. and another for a mixed group for 6th, 7th & 8th Gr.)
4. A collaboration meeting each week with PK and Elementary 1st - 5th Spanish teacher(s)
5. A faculty/team meeting each week on a rotation between PK/K; Elementary Division, Middle School.

ABOUT SDFAS

SDFAS at a glance. An independent, co-educational dual language, ~350 students PK-8. Spacious campus at top of beautiful Mount Soledad in La Jolla.

Mission. To develop confident, responsible and engaged global citizens.

Core values: Open-mindedness. Intellectual Curiosity. Integrity. Empathy. Resilience.

Identity. Founded in 1988, we are a unique, dynamic school moving each year toward greater and greater excellence. We offer a compelling combination of small size, bilingual international programs, and dedication to social-emotional learning and nurturing the whole student. A recognized leader in international education among San Diego private schools and within the French-American school network.

Accreditations. French Ministry of Education (one of 52 in US and 500+ worldwide outside France), California Association of Independent Schools, and Western Association of Schools and Colleges.

Responsive Classroom. SDFAS has implemented and trained its entire faculty and staff in an all-school approach to whole child education called “Responsive Classroom.” The approach is founded on the belief that targeted daily efforts in all classrooms, during all lessons, and in all spaces outside of the classroom, that development of social-emotional competencies is as important as learning academic skills and content. And that both are more effective when interwoven with each other into all educational activities that are student-centered. Training for all newly arriving faculty members is required and cost absorbed by the school (28 hours over four Saturdays via interactive remote learning or via in-person workshop over four consecutive days, Covid permitting).

POSITION REQUIREMENTS

- Authorization to work in the United States for any employer.
- Bachelor's Degree and an advanced degree in education and/or fields related to education and areas of teaching expertise (teacher credentials desirable but not required)
- Considerable experience (3-5 years minimum) and demonstrated knowledge of and successful professional experience developing skills outlined in the below list of *SDFAS Educator Competencies*.
- Ability to lead by example in demonstrating understanding and commitment to the school's mission and core values.

SDFAS EDUCATOR COMPETENCIES

Cultural competencies. Demonstrated cross-cultural, inter-relational and active listening competencies; commitment to building and sustaining a school culture centered around best practices in diversity, equity, and inclusion. The successful candidate will be knowledgeable about research on how implicit biases in race, ethnicity, gender identity and socioeconomic class can shape curricula and pedagogy and have demonstrated experience avoiding these and fully developing and reinforcing equity in teaching and learning. In addition, the teacher will be familiar

skilled at recognizing implicit biases with the classroom and in designing lessons and curriculum materials.

Pedagogy. Employment of brain-based approaches, growth mindset teacher language, 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; understanding and engagement of foundational education theories.

Stages of human development. Knowledge of developmental stages of teaching and learning, experience with children and able to demonstrate highly effective skill sets in the domain of classroom management, pacing, and efficient use of classroom time with students.

Curriculum, unit, lesson and project design. Use of backward planning in designing curricular units (formative and summative); Engagement of students (and colleagues) in project-based teaching and learning, cross-disciplinary units and multilingual educational endeavors; 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. Ability to employ 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. Expertise in 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 other leading applications)

Professional development. Intrinsic motivation and desire to further grow and develop as professional educators by seeking ever greater knowledge and deepened teaching and learning skill sets through workshops/seminars, reading/research, peer review, professional networking, piloting innovative projects, taking risks, and constantly practicing self-reflection and collaborating with colleagues.

Communication with parents. Collaborate and build trusting relationships with parents by regularly reporting observations and facts about academic performance, social and emotional skills, and behavior or mindset issues. Effective management of difficult

conversations (favoring telephone or video-conference over email; modeling healthy communication; seeking and offering solutions, requesting assistance and input).

ACQUIRED SKILLS, KNOWLEDGE & ABILITIES

Teaching as a life calling. Passionate, engaged, flexible and patient whole-person educator and life-long learner for whom teaching children and helping people develop and grow is a veritable calling

Drive. Autonomous, proactive, self-starter who values clarity at all levels and possesses superior social-emotional and relationship building skills

Social-emotional development. Previous training in - or a willingness to learn, through training provided by the school - pedagogical skills in areas that concern teaching, learning and development social-emotional skillsets (such as positive discipline, restorative justice, diversity-equity-inclusion training, Responsive Classroom, Visible Learning, Project Zero, NSRF Critical Friends Groups, etc.)

Emotional intelligence and self-regulation. Functions well in a paced and at times high pressure teaching and learning environment; adapts well to and assists others in adapting to and coping with uncertain and/or changing circumstances; possesses a sense of humor and regularly engages skill sets in self-care, stress-management and/or mindfulness.

Languages. For French Program positions, native-level French fluency is required, ability to communicate in English is desired; for English Program positions, native-level English fluency is required, ability to communicate in French is a plus; for Spanish Program positions, native-level Spanish fluency is required; ability to communicate in English and/or French is a plus.

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 the 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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