



Job Description

JOB TITLE: English as Second Language (ESL) Instructor

LAST REVISED: APRIL 2001

DEFINITION

Under administrative direction of an educational administrator, provide lecture and laboratory instruction, to develop curriculum, evaluate performance of students engaged in the study of English as a Second Language, and to perform other related work, as required.

EXAMPLES OF FUNCTIONS AND TASKS

Curriculum Development - ESSENTIAL: Review and evaluate curriculum in order to meet student interests and needs within the parameters of Divisional and/or Departmental budget constraints and availability of equipment and materials; coordinate with part-time instructors to enhance consistency of lecture and laboratory content; coordinate with educational administrator to assure transferability of courses within the California State University (CSU) and University of California (UC) systems; evaluate and/or revise course descriptions, present new or revised curriculum to curriculum committee and/or other appropriate shared governance body; make changes to curriculum as necessary and as approved within the shared governance structure. **PERIPHERAL:** Review curriculum in accordance with changes in laws, regulations, and standards.

Lecture/Laboratory Preparation and Presentation - ESSENTIAL: Complete book order forms and provide District bookstore with master copies of syllabi for printing; place appropriate reference items on reserve in the library; prepare lesson plans to be used in a lecture and/ or coordinate lectures with laboratory learning assignments. Introduce and present lecture/laboratory information and concepts in a clear and logical manner; use analogies and/or examples to convey important concepts; provide instructional objectives to direct student learning; outline major points of information on board or overhead projector; enhance presentations with visual aids and/or demonstrations and/or examples, as available; prepare and distribute handouts to clarify particularly difficult topics; answer student questions clearly and without ridicule, improper criticism or bias; encourage students participation; monitor student activity and takes steps to prevent and/or control unacceptable behavior; design and develop new classroom and laboratory techniques and operation of equipment; assign homework and laboratory assignments to students and assign research topics as appropriate. **PERIPHERAL:** Review and evaluate new textbooks for content, readability, and cost effectiveness; select textbooks and/or laboratory manuals determined to be the most useful and appropriate; attend classes, workshops, conferences and symposiums to increase and/or update knowledge of subject matter and teaching methods and techniques; read current literature (normally several sources- books, newspapers, periodicals, and other printed materials) to prepare lectures; prepare, edit, and update syllabus materials for lectures and/or laboratories; review and select and/or prepare computer and audio-visual materials for classroom and/or laboratory use; prepare typewritten and/or graphic handouts and/or transparencies for classroom and/or laboratory use; coordinate and confer with book publishing company sales representatives providing instructional materials; familiarize self with operation of all equipment currently available for use and which is appropriate for the subject area; erase chalk/whiteboards and otherwise prepare and oversee classrooms after class sessions.

Student Performance Evaluation - ESSENTIAL: Develop quizzes, tests and laboratory/classroom examinations which are understandable and which fairly evaluate student progress; monitor student activity during examinations/quizzes and take steps to prevent and/or control unacceptable behavior, e.g., cheating; deal swiftly, rationally, and consistently with persons involved in cheating and/or other unacceptable behavior; read and evaluate student responses on examination/quizzes, and mark and grade papers accordingly; assign, read and evaluate homework assignments, projects to promote learning; tabulate scores and assign official grades; record scores and student attendance on appropriate forms, as required; advise students on academic matters regarding their performance; refer students to appropriate student services (for example,



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EOPS, etc). **PERIPHERAL:** Input student scores into a computer (including word processing software), and make printouts of scoring data available to affected students.

Advising/Counseling - ESSENTIAL: Confer and collaborate with appropriate Counseling Center and Admissions and Records Department staff member(s) to ensure ESL students are provided consistent, accurate information with regard to District ESL program(s); maintain availability to students to discuss academic achievements, problems, complaints, other matters, advising as appropriate; interact with students in a genial and supportive manner, advise students regarding planning and scheduling of classes. **PERIPHERAL:** Understand District and/or ESL program(s) policies, procedures, requirements, and learning opportunities for ESL students; inform ESL students of their rights and responsibilities.

Shared Governance Participation – ESSENTIAL: Attend and participate in departmental meetings and activities; respond in writing to requests for information; participate in articulation/curriculum development, investigation and costing of departmental equipment needs and selection of textbooks; represent department by serving on campus committees. **PERIPHERAL:** Attend and participate in divisional and/or building meetings and activities, as well as those organized by the Faculty Senate and the Staff development Committee; service on employee selection committees, as requested; serve as a member of one or more committees and/or task forces; attend Board of Trustees and/or College Council meetings, as necessary; read and respond to information polls distributed by the Faculty Senate.

Ancillary Program Activities – ESSENTIAL: Maintain currency of knowledge of the field of English as a second languages and ESL programs: attend meetings and participate in District activities; recommend to manager(s) ESL program(s) schedule(s) of classes; revise and update ESL program(s) section(s) of District catalog(s) coordinate ESL program(s) supplies and equipment; assist ESL students and/or faculty members to resolve problems, as appropriate; maintain active participation in professional ESL organizations, as feasible and appropriate; serve on committees to evaluate ESL faculty member in accordance with established District policies and procedures and applicable collective bargaining agreement(s); Arrange, conduct, and participate in ESL department and curriculum meetings; participate in District employment processes, as requested, in accordance to established District policies and procedures, including interviewing potential adjunct and substitute ESL instructors locate and recruit additional adjunct faculty or substitute ESL instructors, as needed; orient new faculty members to ESL program(s) policies, procedures, and operations; participate in District staff development activities and shared governance processes, particularly as they relate to ESL program(s), as feasible and appropriate; participate in academic and professional conferences and meetings to strengthen skills and academic acumen, as authorized; read ESL education literature to enhance expertise in the field, as feasible and appropriate. **PERIPHERAL:** Encourage ESL program(s) students and staff members to become involved in District activities to foster an enriched learning environment based on practical experience and a diversity of learning opportunities, as feasible and appropriate; evaluate own professional status to determine step to be taken to strengthen skills and academic acumen; remain receptive to new professional trends and teaching methods as they affect ESL programs.

MINIMUM QUALIFICATIONS

Licenses/Certifications:

ESSENTIAL: Incumbent must possess or be able to obtain prior to appointment to this faculty position a valid California Class C or higher drivers license in order to accomplish official travel in a District or privately owned vehicle.

Degrees/Experience:

ESSENTIAL: Incumbent must possess a valid Master's Degree in TESL, TESOL, Applied Linguistics with a TESL emphasis, Linguistics with a TESL emphasis, English with a TESL emphasis, or Education with a TESL emphasis OR a Bachelor's Degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, or Applied Linguistics



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with a TESL certificate, or any foreign language with a TESL certificate AND a Master's Degree in Linguistics, Applied Linguistics, English, composition, bilingual/bicultural studies, Reading, Speech, or any foreign language OR the equivalent from an accredited education institution(s).

Knowledge of:

ESSENTIAL: English as a Second Language (ESL) educational practices; current trends, issues, and changes in ESL education; resources for keeping abreast of current and pending legislation impacting ESL programs; teaching/learning principles; teaching practices and techniques; test construction; principles of supervision; basic research and report writing methods; office procedures; collaborative problem resolution procedures; computer operation, including general software packages/applications for word processing; telephone etiquette.

PERIPHERAL: Principles of counseling and guidance; basic management and budgeting procedures.

Ability to:

ESSENTIAL: Teach basic ESL classes; use English language skills well in writing, including composition, grammar, vocabulary, spelling and punctuation; write legible, clear, concise English and accurately record verbal and written information; read, proofread, comprehend, retain, and recall a variety of material in English, including numbers, basic and technical information, professional journals, and textbooks; communicate well orally in English; speak effectively in public to present information, instruct, explain, listen, and interview; utilize effective communication techniques and interpersonal skills to interact with students, staff, and the general public; interact effectively with individuals from a variety of backgrounds and with individuals having physical, psychological, or learning disabilities; work congenially and professionally with staff members and external contacts; interact effectively in with students and/or staff members in difficult circumstances and situations requiring tact, sensitivity, and diplomacy; supervise and evaluate work performed by classified support staff; and student and/or other temporary help; solve problems by collecting and analyzing data, defining problem(s), considering alternative solutions and probable outcomes, implementing action plans, and evaluating effects; work independently or collaboratively with faculty members and support staff and seek input in decision making processes; conduct meetings; coordinate and facilitate group efforts; type/keyboard and/or utilize mouse and/or otherwise operate a microcomputer to utilize general software packages/applications for word processing, to access District host computer student records and/or other databases, and to utilize District host computer network utilities for sending and receiving electronic mail; utilize writing skills; compile and maintain records and files; prepare and manage budgets; set priorities, organize work load and work flow, and establish program goals and objectives; work under stress and meet multiple deadlines; communicate effectively orally and in writing; follow oral and written directions; maintain effective working relationships with students, staff, external contacts, and the general public; listen actively and effectively; maintain sensitivity to needs of students enrolled in special emphasis programs; drive an automobile while engaged in official travel.

Physical Suitability Requirements:

ESSENTIAL: Incumbent must be able to function effectively indoors in a classroom or office environment engaged in work of primarily a moderately active nature, and to accomplish the following, with or without reasonable accommodation: Frequently: Utilize vision (near and far) to write, to read written materials and computer screens, and to observe classroom activities; utilize hearing and speech for ordinary and telephonic conversation and to hear sound prompts from equipment; sit, to accomplish desk work; walk, to move about classroom, office, and campus environs; stand upright and forward flexing to instruct classes and otherwise assist students; lift (from overhead, waist, and floor levels, max. 50 lbs.), carry (max. 50 lbs.), reach (from low, level, and overhead), push, pull, bend, and climb and balance on step ladder/stool to move equipment and supplies into and out of storage areas, including those above ground level; work in areas subject to falling from heights above ground level.

Faculty Salary Schedule, subject to placement at date of hire

FLSA Exempt

SCFA Bargaining Unit Status



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Classification III, Bloodborne Pathogens Exposure Control Program