



Cañada College ♦ College of San Mateo ♦ Skyline College

## GENERIC POSITION DESCRIPTION

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### ENGLISH AS A SECOND LANGUAGE INSTRUCTOR

A Faculty Position  
Salary Schedule 80

Placement on the regular faculty salary schedule is based upon education and credited experience. Initial placement with a Master's degree can range from \$62,292 up to \$78,168 per year; and a Ph.D. can range from \$71,376 to \$83,436 per year. Additionally, academic employees can be offered opportunities for other paid assignments and paid professional growth incentives. Benefits include a choice of medical plans, dental coverage, vision care, sick leave, salary continuance insurance, and an optional tax-deferred flexible benefit plan. Coverage is offered for employees and all eligible dependents. Academic employees participate in the State Teachers' Retirement System, a defined-benefit retirement plan through the State of California. Employees may also be eligible for various first-time homebuyer programs.

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#### A. General Statement

The San Mateo County Community College District seeks employees who value working in a collegial, collaborative environment, guided by a commitment to helping all students achieve success. All departments strongly encourage collaboration across disciplines to create integrated, interdisciplinary learning experiences. SMCCCD faculty members are expected to be knowledgeable about and willing to use, different learning and teaching methods as appropriate to the discipline.

#### B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Teach English as a Second Language courses, ranging from beginning to transfer level (listening, speaking, reading, writing), through careful preparation of course materials, effective teaching methods, and informed critical feedback on assignments and discussion
2. Assist in curriculum assessment and revisions and new course development, including student learning outcomes and assessment processes
3. Collaborate with other instructors to enhance instruction, curriculum, and student success.
4. Participate in the development and/or selection of course materials, equipment and technology that will enhance offerings of the departments.
5. Maintain expertise in current teaching methodologies, technologies, and curricula and develop new instructional materials and techniques to meet the changing needs of students
6. Consult with students during regularly scheduled office hours.
7. Serve as a member of division and college committees.

8. Perform other duties as required by contract, collective bargaining agreement, and general institutional needs in a timely manner.

The college offers day and evening classes, and faculty may be required to teach a class in the evening and/or at off-campus sites.

### **C. Requirements**

Possession of a 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 Bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent (see information below).

Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff.

For persons applying for this position based on Equivalence, please answer the supplemental question on the online application choosing one or more of the following:

#### **Degree Equivalence**

The applicant possesses a degree(s) with similar content to those listed for the relevant discipline. The name of the degree is close to that specified on the Disciplines List but the degree either has a different title or area of expertise or the coursework is slightly different.

#### **Academic Background Equivalence**

Related to disciplines in which a Master's degree is not generally expected or available. The applicant must have completed at least 24 semester units of coursework in the academic field and must possess at least the equivalent level of achievement and the equivalent in breadth, depth of understanding, and rigor in each of the following:

- i. a broad cultural education usually met by the general education requirements for any Bachelor's or Associate's degree, and
- ii. a detailed study of the discipline in breadth, depth, and rigor, usually met by course work required for the degree major.

#### **Professional Achievement Equivalence**

The applicant must have completed the General Education requirements for that degree and show evidence of outstanding professional achievement and/or substantial training in the requested field. The applicant must submit substantial evidence, which demonstrates that his/her preparation, teaching experience, work experience, and ability are equivalent to those expected from a person who meets the minimum qualifications.

### **D. Knowledge, Skills & Abilities**

#### ***Subject matter preparation:***

1. Specialized training or certification in teaching composition.
2. Possess recent successful experience in teaching college-level courses in English as a Second Language

#### ***Evidence of outstanding ability as a teacher:***

Appropriate evidence includes, but is not limited to, experience, training, or achievement that the candidate has:

1. Commitment to and proficiency in creating curricula and methods of delivery that align to department practices and student learning outcomes
2. Ability to apply innovation and technology to a variety of educational settings: campus, community, vocational and online

3. Leadership or participation in outreach, community partnerships, international student programs, program level outcomes, institutional learning outcomes, and program development
4. Knowledge of and success in working with resources and programs that support student success
5. Understanding of and commitment to the role and purpose of the community college, including the mission, vision and values of this institution
6. Ability to use teaching methods that emphasize cooperation, contextualization, and collaboration, and engage students actively in their studies in and out of the classroom, encouraging them to become critical thinkers and independent learners
7. Commitment to ongoing professional development and the scholarship of teaching and learning, including the ability to reflect on and evaluate the effectiveness of one's own pedagogy and to share such reflection in the spirit of collaboration

***Evidence of effectiveness as a colleague:***

8. The ability, initiative, and commitment to work collaboratively with faculty and staff in the spirit of collegiality and innovation to enhance instruction, curriculum, and student success
9. Commitment to professional responsibilities outside of the classroom through enthusiastic contributions to department, division and college activities.

(01/2015)