

JOB DESCRIPTION
ADMINISTRATIVE REGULATION GCA-R FOREIGN LANGUAGE TEACHER

1:0 CLASSROOM TEACHER – FOREIGN LANGUAGE TEACHER(5-12)

2:0 LINE AND STAFF RELATIONSHIP

2:1 The Foreign Language Teacher reports to and is evaluated by the Building Principal.

3:0 FUNCTIONS AND DUTIES- THE FOREIGN LANGUAGE TEACHER (5-12)

3:1 PLANS CURRICULUM AND INSTRUCTION

3:1.1 Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.

3:1.2 Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

3:1.3 Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

3:1.4 Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

3:1.5 Plans lessons with clear objectives and relevant measurable outcomes.

3:1.6 Draws on resources from colleagues, families, and the community to enhance learning.

3:1.7 Incorporates appropriate technology and media in lesson planning.

3:1.8 Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

3:2 DELIVERS EFFECTIVE INSTRUCTION

3:2.1 Communicates high standards and expectations when beginning the lesson.

3:2.2 Makes learning objectives clear to students.

3:2.3 Communicates clearly in writing and speaking.

3:2.4 Uses engaging ways to begin a new unit of study or lesson.

3:2.5 Builds on students' prior knowledge and experience.

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- 3:2.6 Communicates high standards and expectations when carrying out the lesson.
Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
- 3:2.7 Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
- 3:2.8 Demonstrates an adequate knowledge of and approach to the academic content of lessons.
- 3:2.9 Employs a variety of reading and writing strategies for addressing learning objectives.
- 3:2.10 Uses questioning to stimulate thinking and encourages all students to respond.
- 3:2.11 Uses instructional technology appropriately.
- 3:2.12 Employs appropriate sheltered English or subject matter strategies for English learners
- 3:2.13 Communicates high standards and expectations when extending and completing the lesson:
- 3:2.14 Assigns homework or practice that furthers student learning and checks it.
- 3:2.15 Provides regular and frequent feedback to students on their progress.
- 3:2.16 Provides many and varied opportunities for students to achieve competence.
- 3:2.17 Communicates high standards and expectations when evaluating student learning:
Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
- 3:2.18 Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.
- 3:3 **MANGAGES CLASSROOM CLIMATE AND OPERATION**
- 3:3.1 Creates an environment that is conducive to learning.
- 3:3.2 Creates a physical environment appropriate to a range of learning activities.
- 3:3.3 Maintains appropriate standards of behavior, mutual respect, and safety.
- 3:3.4 Manages classroom routines and procedures without loss of significant instructional time.

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3:4 PROMOTES EQUITY

3:4.1 Encourages all students to believe that effort is a key to achievement.

3:4.2 Works to promote achievement by all students without exception.

3:4.3 Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.

3:4.4 Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.

3:5 MEETS PROFESSIONAL RESPONSIBILITIES.

3:5.1 Understands his or her legal and moral responsibilities.

3:5.2 Conveys knowledge of and enthusiasm for his/her academic discipline to students.

3:5.3 Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.

3:5.4 Collaborates with colleagues to improve instruction, assessment, and student achievement.

3:5.5 Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.

3:5.6 Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

3:5.7 Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

4:0 THE FOREIGN LANGUAGE TEACHER (5-12) EXECUTES THE SUBJECT MATTER KNOWLEDGE REQUIREMENTS SPECIFIC FOR THE FOREIGN LANGUAGE TEACHER (5-12)

4:1 Spoken and written command of a standard version of the target language (the version used by a formally educated speaker of the language).

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- 4:2 Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language and of one other country with which the target language may now be associated.
- 4:3 Introductory knowledge of contemporary political, social, and artistic features of the country of origin of the target language and of one other country with which the target language may now be associated.
- 4:4 Children's literature, songs, and games in the target language.
- 4:5 Characteristics of elementary reading and writing pedagogy in the target language.
- 4:6 Similarities and differences between the target language and English.
- 4:7 Theories of, and differences between, first and second language acquisition.
- 4:8 Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.
- 4:9 Introductory knowledge of the other arts (historical traditions, genres, and major artists) associated with the country of origin of the target language.
- 4:10 Introductory knowledge of the political, social and intellectual history of the country or culture with which the target language is or was originally associated.
- 4:11 Introductory knowledge of significant literary and non-literary texts, the arts, and history of at least one other country or people with which the target language may now be associated.

5:0 QUALIFICATIONS

- 5:1 The Foreign Language Teacher shall hold Massachusetts Certification credentials as a Foreign Language Teacher.
- 5:2 The Superintendent reserves the right to alter qualifications if deemed to be in the best interest of the Fairhaven Public Schools.

S.C. Received: May 24, 2006