

English as a Second Language (ESL) Instructor
Butte-Glenn Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=231417>

Downloaded On: May. 9, 2024 3:32am

Posted Feb. 26, 2024, set to expire Jun. 27, 2024

Job Title English as a Second Language (ESL) Instructor

Department

Institution Butte-Glenn Community College District
Oroville, California

Date Posted Feb. 26, 2024

Application Deadline Open until filled

Position Start Date Available immediately

Job Categories Lecturer/Instructor

Academic Field(s) English as a Second Language

Job Website <https://www.schooljobs.com/careers/buttecc/jobs/4303420/english-as-a-second-language-esl-instructor>

Apply By Email

Job Description

Description

Full-time, Tenure Track (177 Day 10 Month)

\$67,300.20 - \$103,347.82 per year

Probationary (Contract I) Member of Academic Faculty

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Tentative First Interview Dates: May 9-10, 2024 (In Person)

Tentative Second Interview Date: May 13, 2024 (In Person)

Tentative Start Date: August 1, 2024

[Application Tips for Success \(Download PDF reader\)](#)

Additional Resources

- [About Butte College \(Download PDF reader\)](#)
- [Relocation Incentive \(Download PDF reader\)](#)
- [Housing Resources \(Download PDF reader\)](#)
- [Benefits \(Download PDF reader\)](#)
- [Telecommute Work \(Download PDF reader\)](#)
- [Travel Reimbursement for Interviews \(Download PDF reader\)](#)

DEPARTMENT OVERVIEW:

The English/ESL Department is seeking an individual who wants to grow the ESL program. The department currently offers non-credit courses providing integrated instruction with a focus on basic English language instruction, with the goal to develop vocational English courses. Courses are provided at multiple sites in our district, currently in the evening. The successful candidate will teach an ESL course load for 50% of the position and support department growth and provide leadership for the other 50%. Sensitivity to and understanding of the diverse academic socio-economic, cultural,

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disability, and ethnic backgrounds of community college students is essential.

Teaching Duties (50%):

- Teach any of four levels of integrated language skills.
- Courses include, but are not limited to, citizenship, technology skills, specialized VESL classes, and non-credit developmental reading and writing.

Facilitator Duties (50%):

ESL Program Development

- Work closely and collaborate with the English/ESL Chair, ESL faculty, and the ESL Student Success Specialist.
- Communicate with surrounding communities, assess needs, and recruit for the program.
- Coordinate with Student Success Specialist and provide systematic and sustained marketing.
- Develop tracking mechanisms for our student population and needs.
- With data, identify and address current barriers for ESL students.
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Serve as a Campus resource and a Professional Development leader for all faculty working with English language learners.

- Coordinate with related student services.
- Develop new VESL Certificate programs and Workforce development opportunities.

ESL Program Support

- Coordinate with Student Success Specialist to support ESL students with assessing needs, academic goals, and career pathways.
- Support English Language Learners in making the transition from sole enrollment in ESL classes to enrollment in content area classes or CTE programs.
- Provide professional development for ESL faculty.
- Coordinate with Student Success Specialist to facilitate ESL Prep nights.
- Plan and facilitate Spring ESL Certificate Ceremony.
- Update and maintain translated materials such as student feedback forms, financial aid forms, and website information in languages such as Spanish and Hmong.
- Develop an ESL calendar and guide for semester events including testing, prep nights, and

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department events.

- Provide support for and coordination with CTE programs designed for ESL students.

Butte-Glenn Community College District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, Butte-Glenn Community College District will provide reasonable accommodation to qualified individuals. Butte-Glenn Community College District encourages both incumbents and individuals who have been offered employment to discuss potential accommodations with the employer.

Representative Duties

The full-time college instructor is responsible for effective performance in the following areas:

A. General Scope of Responsibilities

1. Excellence in teaching and instruction.
2. Maintenance of professional growth and academic currency.
3. Carrying out of area, departmental and/or program responsibilities.
4. Contribution to the College as a whole in the form of College-wide service.
5. Development and assessment of student learning outcomes.

B. Teaching and Instruction

1. Instructor plans for and is continually well prepared to teach.
2. Instructor provides organized delivery of instruction.
3. Instructor communicates respectfully to students and encourages contact.
4. Instruction is consistent with the stated and approved outcomes of the course.
5. Instruction is relevant to the course.
6. Instructor shows interest in the subject matter and student learning.
7. Instructor uses strategies designed to foster student engagement with the content.
8. Instructor uses standards of student evaluation that are clear, fair and followed consistently.
9. Instructor requires and evaluates levels of student effort sufficient to develop mastery of the

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subject or skills in the course.

10. Instructor grades and returns student work, assignments and tests in a reasonable period of time.
11. Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).
12. Instructor is an effective teacher.
13. Instructor prepares complete and timely course syllabi.
14. Instructor continually evaluates, updates and revises course content and instructional methods and materials.
15. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.
16. Instructor meets and assists students during office hours, by appointment or at other reasonable times.
17. Instructor initiates and carries through with improvements to course contents and classroom teaching methods.

C. Professional Growth and Currency

1. Instructor demonstrates examples of activities which show a pattern of academic, professional, and/or technical updating or currency.

D. Area or Departmental Responsibilities

1. Instructor is knowledgeable about and abides by College, Area and Department policies and procedures.
2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.
3. Instructor orders instructional materials, equipment and textbooks with sufficient lead times.
4. Instructor assists Chair in evaluating and revising course schedules.
5. Instructor collaborates to determine equitable course assignments.
6. Instructor provides assistance to other full-time, part-time and/or new instructors.
7. Instructor participates in departmental plans and activities with others.
8. Instructor helps develop departmental budgets.
9. Instructor monitors expenditures to keep within authorized budget spending appropriations.
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.
11. Instructor regularly attends assigned meetings.
12. Instructor is punctual to assigned meetings.
13. Instructor works collegially with faculty peers, classified staff and administration.

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14. Instructor performs their fair share of outside-of-class departmental duties and responsibilities, including contributing to unit plan and program review processes.
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion.

E. College-wide Service-Instructor demonstrates a pattern of College-wide service, including one or more of the following:

1. Serve on College committees.
2. Serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty/college governance.
5. Participates on special project teams or ad hoc committees.

F. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

G. The education, experience, aptitudes, skills, etc., for instructional positions differ by type of academic or vocational program. Refer to job announcements for specific job specifications.

Qualifications/Requirements

MINIMUM QUALIFICATIONS:

- Master's 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 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 in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech or any foreign language; **OR**

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- Possession of a current California Community College Credential that permits full-time service as an instructor in the applicable discipline; **OR**
- The equivalent. ([Download PDF reader](#)) (Applicants wishing to be considered for employment under District equivalency standards must submit a detailed statement explaining how you possess the equivalent to the minimum qualifications discussed above.

DIVERSITY AND EQUITY QUALIFICATIONS:

- Demonstrated understanding of and responsiveness to the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds that characterize community college students in a manner specific to the position.

DESIRED QUALIFICATIONS:

- Experience teaching ESL, preferably at the community college level
- College or community leadership experience
- Experience working with people from diverse educational, linguistic, ethnic, and cultural backgrounds
- Experience providing professional development
- Experience with curriculum development
- Experience with data collection and analysis
- Bilingual

Supplemental Information

PRE-EMPLOYMENT REQUIREMENTS:

1. Education Code § 87408.6 states that no person shall be initially employed by a community college district in an academic or classified position unless the person has submitted to an examination within the past sixty (60) days to determine that he or she is free of active tuberculosis.
2. As a condition of employment, the District requires that you provide fingerprints prior to beginning work. You may be fingerprinted at Butte College Human Resources by appointment, or you may be fingerprinted at another agency. Should you be fingerprinted at another agency, the rolling fee charged by the Department of Justice (DOJ) for the fingerprint report is the employee's responsibility at the time of printing.

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The District reserves the right to modify, rescind or re-advertise this announcement without notification or to delay indefinitely the employment of a person for the position. The Butte-Glenn Community College District is an Equal Opportunity Employer.

-----**Application Instructions**-----

ALL APPLICANTS, INCLUDING CURRENT BUTTE COLLEGE EMPLOYEES, MUST SUBMIT ALL REQUIRED DOCUMENTS WITH THE ONLINE APPLICATION IN ORDER TO MOVE FORWARD IN THE RECRUITMENT PROCESS.

REQUIRED ATTACHMENTS:

COVER LETTER: In addition to any information you included with your application materials, please provide an account of how you meet the desired qualifications.

RESUME OR VITA

DIVERSITY, EQUITY, AND INCLUSION STATEMENT: In addition to any information you included with your application materials, please provide a detailed account of how your skills, life experiences, work experience, education, and/or training have prepared you to effectively meet the needs of students from diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds. Please include examples of:

- Teaching or training practices and/or life experiences that have enabled or would enable you to more effectively engage with and support success for diverse populations.
- How you have engaged in on-going self-reflection to ensure equity in the workplace and/or classroom. Please include examples of workshops, trainings, and/or life experiences.

TRANSCRIPTS: You are required to provide transcripts for coursework and/or degrees listed on the application materials you have submitted. The transcripts must include the date the institution granted the degree. Legible unofficial copies of transcripts are acceptable at this point in the process.

- **Degree in progress:** In order to qualify under this process you must be currently working toward the degree requirement. In order to complete your application, you are required to submit (1) current transcripts and (2) a letter from your Advisor confirming your academic standing in the program and forecasted completion date. The completion date must be no later than July 2024.
- **Foreign Transcripts:** Foreign transcripts must include a U.S. evaluation and translation. Please visit the Office of Human Resources website for a list of agencies providing this service. [Website linked here](#)

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All offers of employment are contingent upon the submission of official transcripts showing completion of the degree.

Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

Contact

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