

PLEASANTON UNIFIED SCHOOL DISTRICT
Personnel Division

SECONDARY CLASSROOM TEACHER - ENGLISH

Brief Description of Position:

As a part of a secondary teaching assignment, teaches one or more classes of English to pupils in grades 7-12, and assists in other school programs as assigned.

Major Duties and Responsibilities:

1. Teaches content and skills in English language, literature, and composition, as well as in reading and journalism, to secondary pupils, utilizing course of study adopted by the Board of Education and other appropriate learning activities.
2. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
3. Adapts English material and methods to develop relevant sequential assignments that guide and challenge pupils.
4. Determines instructional materials designed to achieve instructional goals and behavioral objectives. Selects books and instructional aids appropriate to the interest and maturity levels of pupils.
5. Provides individual and small group instruction in order to adapt the curriculum to the needs of each pupil. May provide remedial programs for pupils who have not achieved language competency commensurate with their potential.
6. Develops standards for critical analysis through group discussions based on a variety of mass media and classical and contemporary literature.
7. Encourages pupils to think independently and to express original ideas.
8. Evaluates each pupil's progress in English skills (listening, speaking, reading, and writing) and prepares progress reports.
9. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment.
10. Maintains professional competence through participation in inservice education activities provided by the district and/or in self-selected professional growth activities.

Other Duties and Responsibilities:

1. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
2. Communicates with parents and school counselors on the individual pupil's progress.
3. Supervises pupils in out-of-classroom activities during the assigned working day.
4. Works with pupils and other classroom teachers in such activities as preparing material for the school newspaper or yearbook, assisting with PTA programs, or coordinating entries in essay contests.
5. Administers or monitors group tests.
6. Requisitions books, instructional aids, and instructional supplies, and maintains required inventory records.
7. Participates in curriculum and other developmental programs within the school of assignment and/or on a district level. May teach under modular or flexible scheduling plans.
8. Performs basic attendance accounting and business services as required.
9. Shares in the sponsorship of student activities and participates in faculty committees.
10. May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

Supervision Exercised or Received:

Under the immediate direction of the site administrator.

POSITION QUALIFICATIONS

Minimum Qualifications:

1. Credential: General Junior High (grades 7-9), General Secondary, Standard Secondary (issued on a partial fulfillment basis).
2. Education: Bachelor's degree with major or minor in English, including all courses needed to meet credential requirements.
3. Experience: Practice teaching (6 semester hours or 120 clock hours) or two years of full-time teaching experience, at least half in the field of English.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher. Skills in written and oral expression which provide a desirable model for pupils.

Goals of Effective Performance:

To develop in each pupil skills of listening, speaking, reading, and writing that are fundamental to good communication and literate citizenship; to develop appreciation of good literature of all types; to motivate pupils to read widely for information and recreation; to develop standards for critical judgment of written and oral communications transmitted by mass media; to discover and develop special talents of pupils in the field of English; to establish rapport with parents and with other staff members.

Examples of Education, Achievements, and Experiences Which May Lead to More Effective Performance:

1. Credential: Full credential (General Secondary, Standard Secondary).
2. Education: A minimum of 30 semester hours beyond bachelor's degree. Master's degree with major in English. Depth of training and experience in one or more specialized areas of English instruction such as creative writing, linguistics, remedial reading, journalism, or English as a second language. Knowledge of one or more foreign languages. Participation in a variety of relevant inservice education classes, demonstration lessons, workshops, conferences, and institutes.
3. Professional Experience: A minimum of three years of classroom teaching experience in English, working with beginning and advanced pupils at the junior and senior high school levels. Classroom teaching experience in two or more schools, preferably in different socio-economic areas. Experience in meeting the needs of slow learners and educationally handicapped pupils. Participation in curriculum and instructional materials selection committees on a district level. Professional assignments such as department chairman, demonstration teacher, inschool or district resource teacher, team leader, or student teacher supervisor.
4. Other Experience: Specialized experience in the field of English, such as research or creative work in the field of language arts, amateur or professional activities in the field of speech or drama, or work as an editor or writer. Continuing interest in the field of English as reflected by reading a wide variety of books, professional journals, magazines, and newspapers, and by attendance at lectures and dramatic presentations. Development of a broad background of general knowledge and an understanding of human relationships through such activities as travel, military service, classroom teaching in different subject areas or grade levels, or work experience other than as a classroom teacher. Interest and participation in one or more professional or community organizations.