



Community Unit School District 303

201 S. 7th Street, St. Charles, IL 60174-2664 • (331) 228-2000 • www.d303.org

Job Title: TBE Elementary Teacher **Wage/Hour Status:** 10-month
Reports to: Director of language acquisition **Pay Grade:** SCEA - Certified
Dept./School: Richmond Elementary School **Date Revised:** March, 2025

Primary Purpose:

Guide student progress toward established district standards; implement best-practice instructional techniques and strategies; adhere to curricular objectives; create and maintain a positive learning environment; and collaborate and model respectful behavior with all stakeholders. The In-Classroom Full-Time TBE Teacher implements language development strategies designed to provide opportunities for elementary Spanish-speaking Multilingual Learners to gain English language proficiency and achieve attainment of the Illinois Learning Standards.

Qualifications:

Minimum Education/Certification:

- Bachelor's Degree from accredited university
- Illinois Professional Educator License (PEL) including a Bilingual endorsement (Spanish) and endorsement for level assigned
- ACCESS Assessment Certified and experience with ACCESS test administration
- 3-5 years working in a Multilingual Learner program preferred

Special Knowledge/Skills:

- Knowledge of and expertise with various models of quality instruction for multilingual learners.
- Experience in research based instructional practices and student-centered learning.
- Demonstrate knowledge and ability to support students within EL programs.
- Demonstrate ability to work collaboratively with families of targeted students to develop the partnership between home and school.
- Knowledge of subjects assigned
- Ability to establish and maintain a positive, student-centered classroom environment
- Skilled with using technology to strengthen the teaching/learning process.
- Relate instruction to the current district curriculum
- Demonstrates an understanding of performance objectives in the use of curriculum material
- Skilled at being responsive to student data
- Strong organizational, communication, and interpersonal skills
- Implements the policies of the Board of Education as directed
- Knowledge of research-based instructional methods that support second language acquisition

Major Responsibilities and Duties:

- Model and promote the District 303 Vision for Multilingual Learners related to BOE goals and instructional initiatives

- Work in collaboration with school staff to lead Tier I small group instruction in English and as needed, in Spanish
- Ensure an equitable learning environment for each student receiving bilingual services and those students recently exited from services.
- Engage in the PLC process to ensure student learning, focusing specifically on support of Multilingual Learners
- Work collaboratively with specialists at the building level to support language and content instruction for multilingual learners.
- Monitor student growth and work collaboratively with others to identify and deliver interventions
- Facilitate self-directed learning experiences for students in the classroom.
- Work collaboratively to identify innovative, practical, and effective differentiation, enrichment, and remediation strategies to enhance the student learning experience.
- Plan for summative and formative assessment of student learning and communicate results.
- Utilize student data to drive instruction.
- Honor and ensure that legal mandates are integrated effectively into the classroom setting wherever applicable as laid forth by both 504 and IEP plans.
- Maintain accurate records of critical student information such as allergies, behaviors, and medical conditions and is aware of the care required.
- Prepare clear, detailed, and organized lesson plans for substitute teachers including critical student information.
- Communicate and work collaboratively to develop and maintain partnerships with colleagues to enhance student learning.
- Collect, organize, and maintain accurate records of student data including academic and social/emotional development.

Professional Growth and Development

- Committed to ongoing personal and collaborative opportunities for self-assessment and professional growth.
- Communicate and work collaboratively to develop and maintain partnerships with colleagues to enhance student learning.
- Participate in professional development activities in order to maintain and grow expertise relative to current knowledge of the field through attendance at professional conferences, readings, membership in professional organizations, and District professional learning.
- Meet and maintain state requirements for certification or licensure.
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Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, pulling, and twisting.

Vision: Abilities required of this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Motion: Frequent movement throughout the work environment. Repetitive hand motions; frequent keyboarding, use of mouse, and occasional reaching.

Lifting: Occasional light lifting and carrying less than 20 pounds

Environment: May work prolonged or irregular hours

Mental Demands: Have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form. Ability to work with frequent interruptions and maintain emotional control under stress.

**The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.*

All district employees are expected to maintain a high level of ethical behavior and confidentiality of information regarding students, personnel, and all job related matters. In addition, all staff are expected to serve as a positive role model and work to ensure a safe building environment.

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.