



Community Unit School District 303

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

Job Title:	Bilingual Resource Specialist	Wage/Hour Status:	10-month
Reports to:	Director of language acquisition	Pay Grade:	SCEA Certified
Dept./School:	Specific Elementary Schools	Date Revised:	March, 2025

Primary Purpose:

To develop learning outcomes and facilitate instruction while focusing on multilingual learners. Provide content knowledge and pedagogical expertise regarding EL programming which *includes instructional strategies, lesson development, program development, assessment techniques, and strategies for differentiation*. Support students in the 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.

Description:

The Bilingual Resource Specialist (BRS) is an experienced educator with a passion for advocacy of multilingual learners who has a desire for continued growth for self and others. Through collaboration with classroom teachers, as well as other educators who support Multilingual Learners, the Bilingual Resource Specialist supports the application of successful strategies to develop English proficiency in a Full-Time TBE program while also raising student achievement.

Qualifications:

Minimum Education/Certification:

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

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
- Demonstrated knowledge and ability to support students within Full-Time TBE programs
- Demonstrate ability to work collaboratively with families of targeted students to develop the partnership between home and school
- Experience within a Professional Learning Community or similar results-based collaboration

- Experience in managing and organizing EL paperwork
- Knowledge of research-based instructional methods that support second language acquisition
- Experience using technology to enhance instruction

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 EL services and those students recently exited from services
- Coordinate academic support throughout the student's schedule
- Regularly collaborate with classroom teachers to provide student progress updates and to develop targeted, instructional growth strategies
- 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
- Collect and analyze student achievement data to demonstrate student growth (records, progress monitoring)
- Participate in IEP meetings as needed to assist with determining the cultural and linguistic needs of Multilingual Learners
- Provide diagnostic and testing services as well as determine and implement appropriate testing accommodations for multilingual learners on state and local assessments (ACCESS, WIDA/IPT screeners, etc)
- Create and maintain accurate records of state required documentation related to EL services
- Analyze and use data to improve instruction
- Identify focused goals for Multilingual Learners
- Support the Building Instructional Leadership Team
- Use the PLC process to support the work of the PLC to ensure student learning, focusing specifically on teachers' support of Multilingual Learners
- Support PLCs in collaborating to deliver rigorous learning opportunities, aligned to outcomes and standards, to all students, analyze evidence to make decisions, and design and differentiate instruction in support of Multilingual Learners' learning
- Maintain a team culture of collegiality, collaboration, and professional learning
- Other duties as assigned

Professional Growth and Development

- Assist in identifying workshops, Institutes, and School Improvement activities that contribute to the development of staff learning around second language acquisition.
- Committed to ongoing personal and collaborative opportunities for self-assessment and professional growth
- Communicates and works collaboratively to develop and maintain partnerships with colleagues to enhance Multilingual Learners' 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.
- Meets and maintains state requirements for certification or licensure.

The Bilingual Resource Specialist will work all days required of educators. The Bilingual Resource Specialist will be expected to attend The D303 Orientation Course. The Bilingual Resource Specialist will work up to 5 additional days during the summer to support the administration of language proficiency screeners

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.