

**ISD # 191 Job Description  
(TCHRESL)  
JOB TITLE: ESL Teacher**

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Exempt (Y/N): YES  
DEPARTMENT: School Site  
SUPERVISOR: Principal

DATE: June 17, 2010

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**SUMMARY:** Teach English to qualifying bilingual students in elementary, junior, or senior high school by performing the following duties.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

Develop the social and academic language skills of English Language Learners (ELLs) through effective language instruction practices that focus on the four language domains.

Assess student language skills for placement, service, exiting and monitoring of ELL students.

Prepare ESL course objectives, curriculum, resources, and outline for course that integrates English Language Proficiency standards and district guidelines.

Collaborate with mainstream/content teachers to support the academic content learning of English Language Learners.

Administer assessments to evaluate student progress and inform students and parents of progress.

Keep attendance records.

Maintain discipline in classroom and support acclimation to U.S. educational system and district requirements.

Meet with parents to discuss student progress and problems.

Assist school staff to develop meaningful ELL family involvement and outreach activities.

Support school staff by maintaining a high knowledge base of the latest research, laws, most effective practices, and issues in the field

Consult with other building professionals such as Title 1, Special Education, Gifted and Talented and others to assure neither the under nor over –representation of LEP student referrals to other programs.

Receive training in Sheltered Instruction Observation Protocol (SIOP), implement content and language objectives daily and support general education teachers in implementing SIOP components.

Participate in faculty and professional meetings, educational conferences, and teacher training workshops.

Perform related duties such as sponsoring one or more activities or student organizations, assisting pupils in selecting course of study, and counseling students in adjustment and academic problems.

**SUPERVISORY RESPONSIBILITIES:** This position has no supervisory responsibilities.

**QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE:** B.A., Post-baccalaureate, or Masters degree in TESOL or Second Languages and Cultures with focus on English Language development. Bilingual language skills, multi-cultural knowledge and SIOP training preferred.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret common scientific and technical journals. Ability to respond to common inquiries or complaints from parents and/or students, regulatory agencies, or members of the school community. Ability to effectively present information to top management, public groups, and/or School Board.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid and current Minnesota state K-12 ESL teacher's license.

**OTHER SKILLS and ABILITIES:**

Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.

Ability to maintain regular attendance.

Ability and willingness to follow school rules and policies.

Ability and willingness to follow directives from supervisors.

Ability to work with students of all ability levels, and to make adjustments in teaching techniques to fit individual needs.

Conflict resolution skills.

Computer literacy.

Classroom management/discipline skills.

Organizational skills.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; use hands to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to walk and reach with hands and arms. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10

pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and peripheral vision.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate, but could at times be loud, depending on the student population.