

TITLE: English as Second Language Teacher

EXPERIENCE/SKILL REQUIREMENTS/QUALIFICATIONS:

- Valid Professional Educator License registered with ISBE
- Endorsement for English as a Second Language or Bilingual Education at Senior High School level
- Fluency in spoken and written Spanish or other languages preferred
- Five years teaching experience required with HS teaching experience preferred

KNOWLEDGE, SKILLS AND ABILITIES

The qualifications listed below are representative of the knowledge, skill and/or ability 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.

- Ability to apply knowledge of current research and theory to instructional program
- Ability to plan and implement lessons based on best practices and the needs and abilities of students
- Ability to align and plan instruction associated with the Common Core Standards
- Ability to establish and maintain effective relationships with students, peers and parents
- Skills in oral and written communication
- Ability to perform duties with awareness of all district requirements and Board of Education policies
- Promotion and development of appropriate classroom management skills
- Understanding and implications of English Language Learning and Bilingual Education

REPORTS TO: The Building Principal

SUPERVISES:

(Instructs and evaluates the school work of designated):

Students

Student Teachers

Volunteers

Assists the Principal with the evaluation of Teaching Assistants

MAINTAINS LIAISON WITH:

Parents. Communicates with parents as the teacher deems necessary, or when requested by parents or administrators.

Job Goal:

The ESL Teacher has knowledge about teaching in a school bilingual/ESL program; is knowledgeable about data and reports required; exhibits superior organizational and communication skills; is compassionate; can provide effective collaborative and open-minded leadership;

and is knowledgeable about recent research in pedagogy in the field of second language acquisition and ELL /bilingual education for the purpose/s of developing the students' ability to effectively perform courses of study in the English language.

RESPONSIBILITIES:

(The following are the essential functions and include but are not limited to the following job duties.)

- Coordinate and administer tests and language assessments for the purpose of evaluating student's placement/progress in meeting academic learning targets and progress in language acquisition. Maintains complete and accurate records of student's progress and evidence of growth and progress.
- Plans, organizes, and provides instruction in English and Spanish based on the Core Curriculum Content Standards and Illinois English Language Proficiency Standards (IELPS). Instruction must be consistent and coordinated with the district's instructional program so that students meet and exceed learning targets and the requirements outlined in the state and federal law.
- Coordinate the administration of required language proficiency and academic achievement tests for placement and ongoing monitoring of student progress and determining when student is to be exited from program.
- Develops and delivers lesson plans utilizing a broad range of appropriate differentiated techniques and strategies addressing all aspects of communication that develop each student's ability to read, write, speak, and listen in content areas at levels that ensure learners meet or exceed learning targets, and allow English learners to meaningfully access the district's instructional program.
- Compile and maintain a profile summary (record of achievement and progress) for each student.
- Gather and report data for annual ISBE and other required reports (census, application, grant, annual report, etc.).
- Provides a nurturing, supportive, and positive learning environment with high expectations that encourage student responsibility, enhance motivation, clearly communicate classroom routines, and incorporate challenging instructional strategies.
- Promote research-based pedagogical practices among program staff.
- Coordinate communication among bilingual/ESL teachers about issues and needs relating to ELL students.
- Serve as liaison between students in the program and/or their parents with staff and community services.
- Design and conduct academic support programs for students as they transition to the mainstream
- Facilitate workshops for parents.
- Articulate with District 61 administration and staff on behalf of ELL and ESL students.
- Supervise and assign duties to the teacher aides.
- Performs such other and not specifically enumerated duties as may be requested by the Board of Education, superintendent, principal, or established by the School Code.

TERMS OF EMPLOYMENT:

Salary is based upon the Collective Bargaining Agreement for teachers.

EVALUATION:

Each employee in contractual continuing service shall be evaluated at least once every two (2) years. Each employee not in continuing contractual service shall be evaluated once every year.

PHYSICAL DEMANDS

Handle work which deals mostly with people, objects, equipment in a general setting; depth perception and field of vision are important. Employee regularly is required to bend, stoop, twist, turn, reach, lift (up to 50 pounds), carry, pull, push, climb, and kneel; walking and standing approximately 50-75% of each shift. Employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative; ability to differentiate tones and volumes in conversation.

MENTAL DEMANDS

Caring for children can be stressful. The Preschool Teacher must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. There may be a number of situations happening at once, and the Preschool Teacher must be prepared to handle accidents and emergencies at any time.

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 Teacher will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Teacher will have to supervise all students at all times.