

Elkhart Community Schools

Position Description

Position Title:	Certified English as a Second Language Classroom Employee
Qualifications:	<i>Required:</i> Must have appropriate Indiana Certification and meet NCA accreditation requirements; demonstrated ability to read, write and speak English, ability to work skillfully with children, teachers, and administrators; leadership ability, creativity, resourcefulness; ability to facilitate curriculum improvement and staff development; understanding of the structure and workings of the total school faculty; strong interpersonal skills. <i>Desired:</i> Teacher leadership experience; advanced graduate work in English Language Development; experience with continuous school improvement; experience with peer coaching.
Department:	Building
Reports to:	Building Principal
Prepared by:	Cheryl Waggoner
Approved by:	W. Douglas Thorne
	Date: March 9, 2015
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PERFORMANCE RESPONSIBILITIES:

I. Instructional Learning Environment:

- A. Hold and articulate high expectations for student learning, achievement and behavior.
 - Communicate to staff the impact of various disabilities on student academic, behavioral, and/or social development and how that affects individual expectations.
 - Utilize knowledge of the impact of English Language Development on student academic, behavioral and/or social development in planning instruction.
- B. Implement district and building level initiatives.
- C. Implement standards based instruction.
- D. Make data driven instructional decisions.
- E. Provide instruction that demonstrates use of research based most effective teaching strategies.
- F. Deliver instruction that matches learning needs of all students.
- G. Communicate instruction clearly and effectively.
- H. Provide accurate, specific, and timely feedback to students.
- I. Engage students in the process of data driven decision making.
 - Include students, when appropriate, in the development of the Individual Learning Plan.
- J. Provide effective classroom management that includes teaching routines and procedures to maintain a safe and orderly learning environment.
- K. Create active learning environments and collaboratively design settings that foster an enriching, nurturing, and safe climate where diversity and academic risk taking are valued.
 - Collaborate and co-teach with classroom teachers in modifying the learning environment to implement Individual Learning Plans.
- L. Utilize WIDA resources to help differentiate instruction.
- M. Provide support in language acquisition strategies in the content areas focusing on literacy and academic language proficiency.

II. Instructional Planning and Organization:

- A. Demonstrate knowledge of course content and process.
 - Collaborate with classroom teachers, facilitate, and assist in adapting course content and activities to build upon the students' intellectual abilities and stage of English language acquisition.
- B. Collaborate with classroom teachers and design standards based instruction as evidenced by daily planning to include components and features within Sheltered Instruction Observation Protocol (SIOP).
- C. Balance pacing to provide for proficiency at standard while meeting individual student needs.
- D. Collaborate with classroom teachers to adapt teaching materials, lessons, and instructional strategies to meet the needs of groups and individuals.
 - Identify supports needed for inclusion in various settings and provide modifications to facilitate learning.
 - Provide accommodations to facilitate learning at levels appropriate to the intensity of need.
- E. Plan for appropriate direction of paraprofessionals and volunteers.
 - Select, plan, monitor, and coordinate activities of paraprofessional and all other support personnel involved in the implementation of students' ILP's.
- F. Effectively utilize community resources to enhance student learning.

- G. Provide substitutes with lesson plans, seating charts, time schedules, required materials, and specific instructions such as individual learning strategies, medical and physical information when appropriate.
- H. Design and utilize formative and summative assessments.
 - Utilize data from WIDA access to develop Individual Learning Plans.
- I. Display data publicly in a timely manner (e.g. formative and summative assessment data, cause and effect data, student performance data, attendance data, etc.)
- J. Participate actively in collaborative planning.
- K. Adhere to a daily schedule and when necessary communicates any changes to affected educators.

III. Professional Responsibilities:

- A. Comply with all rules and regulations in accordance to Board policy and with all reasonable written and/or oral directions issued by administrators.
- B. Adhere to the Elkhart Community Schools policy for maintaining confidentiality of student records.
- C. Assist in the implementation of district security initiatives to maintain a safe and secure environment.
 - Demonstrate transfer, lifting and positioning techniques.
- D. Administer all assessments, ethically, properly, and accurately.
- E. Coach building staff in the implementation of legal and appropriate accommodations for all students with defined learning plans such as IEP's, ILP's, 504's etc.
 - Plan for transitions from one level / building to the next.
 - Coach building staff in the implementation of Sheltered Instruction Observation Protocol (SIOP)
- F. Complete student records as required by district policy.
 - Maintain a file or record of communications, progress, and data related to English as a Second Language students, student needs, and related English as a Second Language paperwork.
- G. Meet deadlines for submitting reports and records.
- H. Exhibit a pattern of regular and timely attendance.
- I. Attend and constructively contributes to staff meetings, school and district committees.
- J. Develop and maintain effective collaborative professional relationships.
 - Consult and give guidance to building staff regarding English as a Second Language issues.
 - Facilitate staff development on English as a Second Language issues.
- K. Serve as a resource person regarding English as a Second Language.
- L. Review student classroom and achievement data with all appropriate personnel who provide instructional and functional support.
 - Advocate for the rights afforded to individual students under the provisions of the Office of Civil Rights regulations, Lau v. Nichols (414 U.S. 563, 1974), and Indiana Administrative Code (511 IAC 6.1-5-8).
- M. Encourage respect for rights, opinions, property and contributions of others.
- N. Participate in professional growth activities pursuant to district expectations.
- O. Demonstrate yearly professional growth that enhances knowledge and skills relevant to teaching assignment.
- P. Respond to and initiate consultations with parents and staff in a timely manner and at appropriate times and places.
- Q. Prepare for and participate in parent-teacher conferences and ILP conferences.
- R. Carry out all assigned supervision duties.
- S. Accept a share of responsibility for school sponsored and / or extracurricular activities.
- T. Maintain a personal appearance in keeping with the nature of the assignment of the staff member.
- U. Report unsafe conditions as well as deficiencies, malfunctions, or breakage of equipment to the building administrator or designated person.
- V. Exercise prudence in protecting students, equipment, materials, and facilities from injury or abuse.

Essential Functions

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential function 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: Current Indiana teaching license.

Supervisory Responsibilities: Supervise students and paraprofessionals as determined by the Building Principal or designee. Supervise specific work assignments as determined by the Building Principal or designee.

Other Skills and Abilities: Wholesome and understanding attitude toward children; ability to use proper English and communicate well with people; neat personal appearance, pleasing personality; willingness to learn and expand general knowledge.

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, walk, sit, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

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 acceptable to this particular environment. However, the noise level can vary depending upon daily activity, but will still remain within the acceptable noise level range. The employee continuously is interacting with the public, staff and students. The employee frequently will be required to meet multiple demands from several people.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.