

## **TEACHER - ESL**

### **Purpose Statement**

The job of Teacher - ESL was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing English Learner students' ability to effectively perform courses of study in the English language; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress as they relate to academic progress and expectations of Federal law.

This job reports to assigned building level administrators and the ESL Supervisor

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### **Essential Functions**

- Completes and maintains an Individualized Learning Plan for all students classified as EL.
- Works with classroom/content area teachers to adapt classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans and building academic English and content knowledge.
- Administers tests and language assessments for the purpose of evaluating student language ability and academic progress.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student achievement; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Instructs English learners for the purpose of improving their success in academics and skills.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Models English communication for the purpose of developing student ability to communicate effectively in the English language.
- Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings (e.g. IEPs, teacher/parent meetings, data meetings, faculty meetings, PLCs and professional development opportunities) for the purpose of conveying and/or gathering information required to perform functions and to optimize student learning.

- Prepares a variety of written materials and correspondence (e.g. grades, progress reports, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, bullying, harassment, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Teachers' Code of Ethics and school board policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other staff, parents, administrators, students etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans by providing examples of accommodations and requiring modifications that ensure student access to the curriculum.
- Monitors Waived and Transitional Year 1, 2, 3 & 4 students by maintaining documentation detailing communications with classroom teachers, accommodations and modifications that are made by the classroom/content area teacher, and academic progress.
- Works with the building level administration and teachers to ensure optimal scheduling of ESL services.

### **Other Functions**

- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

**Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 40% sitting, 20% walking, and 40% standing. This job is performed in a generally clean and healthy environment.