

# ENGLISH LANGUAGE LEARNER (ELL) TEACHER

JD LOCATOR: 3.19.4

Adopted: 7/11

REPORTS TO:	Building Principal or other designee
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of certified staff.

## JOB SUMMARY

The ELL teacher's purpose is to accelerate the student's learning or acquisition of the English Language. The teacher may also serve as a liaison between the student, other classroom teachers, and families. Implement all ELL procedures in order to be in compliance with government and organizational policies. The role of the ELL teacher is to provide the student with the necessary skills to become proficient in English through grammar, reading, writing, speaking, and listening.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.*

## ESSENTIAL DUTIES AND RESPONSIBILITIES

**NOTE:** Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

### **STANDARD 1: CONTENT KNOWLEDGE AND PERSPECTIVES ALIGNED WITH APPROPRIATE INSTRUCTION**

Criteria A: The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

1. The teacher demonstrates knowledge of subject/discipline
2. The teacher applies instructional strategies and methodologies
3. The teacher develops instructional plans
4. The teacher employs inquiry teaching methods
5. The teacher utilizes interdisciplinary learning
6. The teacher incorporates global/multicultural perspectives
7. The teacher promotes legal and ethical use of technology
8. The teacher uses technology to support learning

### **STANDARD 2: UNDERSTANDING AND ENCOURAGING STUDENT GROWTH, AND DEVELOPMENT**

Criteria B: The teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

1. The teacher applies child/adolescent development to instruction
2. The teacher applies brain function theory to instruction
3. The teacher encourages students to set goals and expectations
4. The teacher applies learning theories

### **STANDARD 3: ENCOURAGING INDIVIDUAL STUDENT LEARNING, GROWTH, AND DEVELOPMENT**

Criteria C: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

1. The teacher engages students in learning
2. The teacher uses differentiated instruction

3. The teacher matches students with specialized services
4. The teacher relates learning to student experiences/culture

**STANDARD 4: IMPLEMENTING THE CURRICULUM**

Criteria D: The teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum, based upon student, district, and state standards.

1. The teacher creates curriculum-based learning experiences
2. The teacher matches the curriculum to diverse learners
3. The teacher sets lesson plan goals to meet student learning needs
4. The teacher guides students to set personal learning goals and self-assess

**STANDARD 5: TEACHING FOR CRITICAL THINKING**

Criteria E: The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including technological applications/skills to create meaningful learning opportunities for every student.

1. The teacher applies various instructional techniques
2. The teacher promotes critical thinking and problem solving skills
3. The teacher employs and integrates technology resources
4. The teacher applies appropriate technology-based learning activities

**STANDARD 6: CREATING A POSITIVE CLASSROOM ENVIRONMENT FOR LEARNING**

Criteria F: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1. The teacher applies motivational and behavioral management strategies
2. The teacher manages time, space, transitions and activities
3. The teacher promotes student decision-making skills
4. The teacher incorporates community norms
5. The teacher implements school policies/procedures

**STANDARD 7: UTILIZING EFFECTIVE COMMUNICATION**

Criteria G: The teacher models effective verbal, nonverbal, and media communication techniques with students and parents (as consistent with district policies, practices, and resources) to foster active inquiry, collaboration, and supportive interaction in the classroom.

1. The teacher uses effective verbal and nonverbal communication
2. The teacher employs ethical practices in communication
3. The teacher promotes sensitivity to differences in communication
4. The teacher facilitates safe freedom of expression for students
5. The teacher employs a variety of media communication tools

**STANDARD 8: USE OF STUDENT ACHIEVEMENT DATA TO ANALYZE AND MODIFY INSTRUCTION/ASSESSMENT**

Criteria H: The teacher understands and uses formal and informal assessment strategies to assess the learner's progress. Assessment done by the teacher will evaluate the performance of each student and provide information for the teachers to use to plan ongoing instruction. The teacher will monitor the performance of

each student and devise instruction which will enable each student to continuously grow/develop intellectually, socially, and physically.

1. The teacher uses various assessment techniques
2. The teacher utilizes assessment data to advance learning
3. The teacher utilizes common assessments
4. The teacher modifies instruction based on learning outcomes
5. The teacher encourages student self-assessment and goal-setting
6. The teacher employs continual assessment to align with curriculum frameworks
7. The teacher maintains useful records of student performance
8. The teacher interprets standardized test results
9. The teacher analyzes data for curricular goals
10. The teacher utilizes technology to collect and analyze data

### **STANDARD 9: REFLECTIVE PRACTICE**

Criteria I: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to increase learning for more students.

1. The teacher engages in reflective practices
2. The teacher employs professional practice and legal obligations consistent with district policy
3. The teacher uses and applies professional development resources
4. The teacher uses professional ethical practices
5. The teacher utilizes technology to promote professional growth

### **STANDARD 10: PROFESSIONAL COLLABORATION**

Criteria J: The teacher has effective relationships with students, parents, school colleagues, and community members.

1. The teacher collaborates with colleagues on policies and goals
2. The teacher implements systems to support student needs
3. The teacher develops relationships/partnerships with parents
4. The teacher utilizes community resources

### **Additional responsibilities as pertains to ELL program.**

1. Assesses all LEP students K-12 for ELL Program eligibility.
2. Implements all the procedures of the ELL Program as prescribed in all manuals and in written communication such as notices and memos by the ELL Supervisor in order to be in compliance with the law and school policies.
3. Makes recommendations to mainstream staff about the types of accommodations, adaptations, special resources, courses, classes, and classroom adjustments that are appropriate for each ELL student.
4. Makes recommendations about the appropriate accommodations for all types of formal assessments whether within the school division or state and communicating those recommendations to parents and staff.
5. Meets and instructs assigned classes in the locations and times designated.
6. Plans a program of study that meets the individual needs, interests, and abilities of the students.
7. Serves as a liaison between the ELL student, his/her family and the school, especially with respect to cultural and language differences, and providing cross-cultural information to all parties that foster positive relationships.
8. Provides rigorous and appropriate instruction to ELL students that supports the acceleration of English and appropriate academic content.
9. Monitors ELL students' progress in all aspects of his/her academic schedule and their participation in all school activities and programs and promote and advocate for their participation as appropriate.

10. Serves as a consultant for purposes of referrals to other programs such as Title I, Special Education, Gifted and talented, and others to assure neither the under nor over –representation of LEP students.
11. Participates in intra-school staff development opportunities that enhance the knowledge of the mainstream curriculum and issues in order to know how those relate to ELL and how to adapt or incorporate them into ELL instruction.
12. Maintains on-going communication with parents and the families of the ELL students in a meaningful way which may require the use of interpreters and translations.
13. Maintains on-going communication with all mainstream teachers of the ELL students and maintains positive, nurturing, collaborative, and consultative-type relationships..
14. Other duties as assigned by the principal or other administrative staff.

#### SUPERVISORY RESPONSIBILITIES

Supervises students, volunteers, student interns, or others as assigned.

***QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.***

#### EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. Bachelor's degree in ELL, literacy, or equivalent.
2. English-language learning certification or enrollment in a certification program.
3. Clear understanding of standards-based and differentiated instruction, language acquisition, and English Language Learning best practices.
4. Ability to individualize instruction according to the learning styles, interests, and cognitive processing skills of students.
5. Strong collaborative capabilities and proven ability to work as a member of a team.
6. Commitment to meeting the needs of every child in a diverse population.
7. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
8. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

#### COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

#### MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

#### REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.

2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

#### OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

***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 frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 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.***

Work is performed in and around a student learning environment. Employee experiences a multitude of demands and changing priorities, constant interruptions, and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

#### ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

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Employee's Signature

\_\_\_\_\_  
Date

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Supervisor's Signature

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Date