

**TITLE: EL BILINGUAL TEACHER (3-8)**

**QUALIFICATIONS:**

- A. PEL: Elementary (K-9) or PEL Secondary (6-12), Educator License with Stipulations (accepted)
- B. Endorsements: ESL and/or Bilingual endorsement
- C. A bachelor's degree or higher from a regionally accredited institution of higher education
- D. Proof of a valid, comparable, out of state license
- E. The EL Teacher/Coordinator must be proficient in English and Spanish in both oral and written proficiency.
- F. The EL Teacher/Coordinator should remain current with the Illinois state licensure requirements for serving as a teacher
- G. Prior to employment all new personnel must have a physical examination and criminal background check.

**REPORTS TO:** Bilingual Director

**JOB GOALS:** Under the direction of the Bilingual Director, to assure the implementation of the EL Language Education Program and IL state compliance requirements for the respective school.

**TERMS OF EMPLOYMENT:** 11 months

**EVALUATION:** Evaluated by the school principal and the Bilingual Director

**PERFORMANCE RESPONSIBILITIES:**

With the guidance of the district Bilingual Director, the following are the unified outcomes to support ELs within each school and across the district. The EL Teacher/Coordinator serves on the district EL Committee to develop and implement the unified district vision, goals and action plan for serving English Learners at the respective schools and across the district.

*School Culture:*

- A. Support school administration, teachers, parents and students in structuring equitable school and classroom environments so that literacy, content, and ESL instruction is implemented in language rich, low-anxiety environments that affirm diversity and value bilingualism/multilingualism.
- B. Align key practice to research-based methods such as Susan Wagner and Tamar King's *Twelve Key Practices Framework*, 2012

*Compliance:*

- C. Complete the [online WIDA training](#) and attain the training certificate to administer the WIDA Screeners and ACCESS test

- D. Administer EL screeners [e.g.: *WIDA screeners (grades K-8), Pre-IPT (Pre-K)*] for newly enrolled students in district [e.g. *students who are new to public schools, new to Illinois, new to the country*]
- E. Administer the ACCESS Test (grade K-8)
- F. Complete the Ballard and Tighe Pre-IPT training and attain training certificate to administer the Pre-K screener (Pre-K only)
- G. Administer the assessment accommodations for district and state assessments (ie.: NWEA-MAP, PARCC)
- H. Collaborate with the EL team to assure that state compliance regulations associated with bilingual education are being implemented at the classroom and school level

*Curriculum and Instruction:*

- I. **Serve as a Bilingual Teacher within a co-teaching model**
- J. **Implement the district English Learner Program Model (TBE/TPI)**
- K. Plan and deliver instruction to ELs aligned to the state required EL standards (ie: *WIDA Spanish Language Development Standards, English Language Development Standards and Common Core State Standards*)
- L. Provide daily ESL instruction,
- M. Provide meaning-based literacy instruction in English ,
- N. Provide sheltered instruction in Math, Science, Social Studies,
- O. Collaborate with para-professional to provide primary language support, as needed, in core subjects (*see Table 13.7 English as Second Language Program for Grades K through 5*).
- P. Apply the Sheltered Instruction Observation Protocol (SIOP) and co-teaching methods aligned to district professional development
- Q. Serve as a member of the district EL committee to develop a curriculum mapping alignment to ELD and SLD standards for a variety of EL proficiency levels
- R. Administer assessment modifications, as needed, to meet individual student ELP levels aligned to WIDA Can-do descriptors

*Parental Involvement:*

- S. Attend the Bilingual Parent Advisory Council (BPAC) meetings for the respective school (minimum: four times per year)
- T. Serve as a liaison between parents and school by providing instructional resources that will empower parents to support their child's learning in the classroom and working with families to identify cultural considerations to help bridge student learning for EL students (*ie: culturally relevant books, cultural artifacts, history of family heritage, Latino Literacy Project*)

*Professional Development:*

- U. Complete the Pearson *Sheltered Instruction Observation (SIOP)* institute
- V. Complete the district professional development associated with co-teaching

- W. Attend the Illinois Resource Center (IRC)'s Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students
- X. Participate in online webinars/seminars, as needed, aligned to the unified district/school EL priorities per approval of school/district administration
- Y. Serve as a member of the EL committee to coordinate staff development and resources to provide evidence-based strategies for English Learners aligned to school/district EL priorities