

TITLE: EL Resource Teacher/Coordinator

QUALIFICATIONS:

- A. PEL: Elementary (K-9) or PEL Secondary (6-12), Educator License with Stipulations (*accepted*)
- B. Endorsements: ESL and/or Bilingual endorsement, General Administration (*preferred*)
- 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 fluent 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 and leader
- 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. Coordinate and conduct an internal audit for all EL student records, in conjunction with the office staff, to assure that student record keeping is aligned to state mandates. For example, *Home Language Survey*, *Parent notification letters*, *Screening test booklet (Pre-IPT, Model, WIDA)*, *Access data reports*, *EL Individual Learning Plans*, *Parent letters (if applicable)*, *Exit letter (if applicable)*, *Parent language waiver (if applicable)*

Wagner, S. and King, T. (2012). *Implementing Effective Instruction for English Language Learners: Twelve key Practices for Administrators, teachers, and Leadership Teams*. Caslon Publishing. Philadelphia.

Coordinate and 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*]

Complete the online WIDA training and attain the training certificate to administer the WIDA Screeners and ACCESS test

- d. Coordinate and administer the ACCESS Test (grade K-8)
- e. Complete the Ballard and Tighe Pre-IPT training and attain training certificate to administer the Pre-K screener
- f. Coordinate and administer the assessment modifications for district and state assessments (NWEA-MAP, PARCC)
- g. 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:

- h. Support the implementation of the English Learner Program Model (TBE/TPI)
- i. 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 Cores State Standards.
- j. 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
- k. Coordinate a pull-out resource support room for students who have been in the U.S. for two years or less to provide a bridge between their experience in their native country and U.S. education system by developing an EL individual learning plan, building cultural competence for his/her general education teachers, assuring a plan for social and emotional adjustment and leveraging his/her primary language to build his/her English Language Proficiency while celebrating/valuing his/her native language

Parental Involvement:

- l. Communicate the purpose and legal guidelines of the Bilingual Parent Advisory Council (BPAC)
- m. Maintain a BPAC binder/electronic portfolio of BPAC agendas, meeting minutes, sign-in logs, flyers, hand-book, resources
- n. Coordinate the Bilingual Parent Advisory Council (BPAC) for the respective school
- o. Facilitate the Bilingual Parent Advisory Council (BPAC) meetings (minimum: four times per year)
- p. Serve as a liaison between parents and school/district administration 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:

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- q. Complete the Pearson *Sheltered Instruction Observation (SIOP)* institute
- r. Complete the district professional development associated with co-teaching
- s. Attend the Illinois Resource Center (IRC)'s Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students
- t. Participate in online webinars/seminars, as needed, aligned to the unified district/school EL priorities per approval of school/district administration
- u. 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
- v. Support teachers with progress monitoring of English Learners and in developing an EL individual learning plan that meets their English Language proficiency development (*ie: core reading assessments, running records, spelling inventories, oral assessments, content area academic language/vocabulary*)
- w. Support teachers with assessment modifications, as needed, to meet individual student ELP levels aligned to WIDA Can-do descriptors
- x. Support teachers with the implementation of daily ESL instruction, the implementation of the SIOP model (*sheltered instruction in Math, Science, Social Studies*) and supporting with the scheduling of primary language support to be provided by a bilingual assistant or co-teacher as needed in core subjects (*see Table 13.7 English as Second Language Program for Grades K through 5*)

Wagner, S. and King, T. (2012). Implementing Effective Instruction for English Language Learners: Twelve key Practices for Administrators, teachers, and Leadership Teams. *Caslon Publishing*. Philadelphia.