

**TITLE: EL Bilingual Teacher (Pre-K)**

**QUALIFICATIONS:**

- A. PEL: Early Elementary (0-3<sup>rd</sup> grade)
- B. Endorsements: ESL/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. Must be fluent in English and Spanish in both oral and written proficiency.
- F. Should remain current with the Illinois state licensure requirements for serving as an ESL/Bil. teacher
- G. Prior to employment all new personnel must have a physical examination and criminal background check.

**REPORTS TO:** School Principal and Bilingual Director

**JOB GOALS:** Under the direction of the Bilingual Director, to assure the implementation of the EL Language Education Program.

**TERMS OF EMPLOYMENT:** 10 month

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

**PERFORMANCE RESPONSIBILITIES:**

With the guidance of the district EL Program Director, the following are the unified outcomes to support ELs within each school and across the district. The EL Teacher 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
- c. Align EL Early Childhood program to Excelerate standards to enhance linguistically and culturally appropriate practice
- d. Utilize the Early Childhood Environment Rating Scale ECERS-R-Promoting and Accepting Diversity Indicator to assess the quality of early childhood and childcare environment

*Compliance:*

- e. Complete the online WIDA training and attain the training certificate to administer the WIDA Screeners as students transition from district pre-K program to the district Kindergarten placement
- f. 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]
- g. Complete the Ballard and Tighe Pre-IPT training and attain training certificate to administer the Pre-K screener (Pre-K only)
- 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 self-contained bilingual classroom (English-Spanish)
- j. Implement the district English Learner Program Model (TBE/TPI)
- k. Plan and deliver instruction to ELs aligned to the state required and recommended EL standards (ie: WIDA Early Learning Standards)
- l. Spanish Language Development Standards, English Language Development Standards and Common Core State Standards) and the Illinois Early Learning Development Standards (IELDS)-Goal 28; Goal 29
- m. 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
- n. Administer assessment modifications, as needed, to meet individual student ELP levels aligned to WIDA Can-do descriptors

*Parental Involvement:*

- o. Attend the Bilingual Parent Advisory Council (BPAC) meetings for the respective school (minimum: four times per year)
- p. 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:*

- q. Complete the Pearson Sheltered Instruction Observation (SIOP) institute
- r. Complete the district professional development associated with co-teaching . Attend the Illinois Resource Center (IRC)'s Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students
- s. Participate in online webinars/seminars, as needed, aligned to the unified district/school EL priorities per approval of school/district administration

- t. 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