



SECONDARY ENGLISH LANGUAGE LEARNER TEACHER

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

The Secondary English Learner (EL) teacher has the responsibilities to provide direct instruction to English Learners, to model, collaborate, coordinate and support the English Learner program in a middle or high school building. Primarily responsible for working with both adults and students focused on effective teaching and learning for English Learners utilizing district approved curriculum, instruction and assessment practices. Will be assigned to one of the middle or high schools. In this role the individual will teach and lead classes for English Learner students. This individual will also support adult learners in best practices in working with English Learner students.

Part II: Supervision and Controls over the Work

Works with high level of independence and professional discretion under general supervision of designated school administrator. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

1. Teaches classes for EL students utilizing district approved curriculum, instruction and assessment practices.
2. Builds the capacity of staff to plan for EL student success based on assessed needs of individual students and use of data and information to determine each student's current knowledge and skill level, set student-learning goals, and assess student progress. Supports, models and builds the capacity of individual teachers and teams to use district approved assessment tools and strategies in addition to teacher's own professional practice. Attends

SST meetings regarding EL student progress and actively builds staff capacity regarding best practices in instruction and intervention. May assist in identifying and complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.

3. Supports, models and builds the capacity of the teachers to work collaboratively in a professional learning community with teachers, support staff, and others as appropriate, in addressing needs of EL students, developing effective teaching and learning practices, and developing and implementing best practices in reading, writing, listening and speaking instruction.
4. Supports, models and builds the capacity of teaching staff to plan for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. Uses research-based instructional strategies in planning lessons to make teaching and learning more relevant to EL students (e.g., contextual learning opportunities).
5. Maintains and provides reasonable and meaningful input into student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents.
6. Integrates district-approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
7. Creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.
8. Actively participates in building leadership team, faculty, and grade level meetings. Assists building efforts to plan, budget, implement, and evaluate school's EL program and related work as required. Follows school policies and procedures, standard practices, approved curriculum, and actively and positively supports school vision.
9. Constantly observes needs and challenges of students and promptly engages administrator or appropriate educational staff associates when suspects or reasonably believes a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. Serves as a positive role model for students and practices behaviors expected of students.
10. Assists in supervision of students at school activities and events. Remains vigilant of students throughout school day and school location, taking initiative to engage students when students are acting inappropriately or in inappropriate locations for time of day.

11. Establishes a professional growth plan and annually reviews plan and progress with administrator.
12. Implements a system of support for English Learner students by co-planning, co-teaching and demonstrating lessons incorporating language acquisition strategies and English Language Proficiency Standards. Coordinates additional supports for identified students. Works collaboratively with the building counselors and/or Success Coordinators to ensure appropriate student course placement and monitor progress. Supports and assists with the administration of state and local EL assessments and other assessment options for graduation.
13. Meets regularly with district EL support (facilitator and director of categorical programs) to provide consistent support and program from school to school across the district.
14. On-going lead learner for the building. Leads professional development as well as actively participates in district, regional and national professional development opportunities focused on teaching instructional best practices and English language development.
15. Works collaboratively with EL Success Coordinators, counselors and/or Student Support Advocates to advocate for EL students and parents/caregivers. Develops relationships with parents/caregivers to facilitate communication between school and families.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university, valid Washington state English learner certification(s) and/or endorsement(s), and valid Washington state certification(s) and endorsement(s) in either K-8 or English Language Arts appropriate to the placement.
3. Demonstrated content knowledge in language acquisition.
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration, teaming and working effectively within a professional learning community.
6. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.

7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
8. Knowledge of child and adolescent development and ability to apply that knowledge to selection and application of curriculum materials and instructional practices.
9. Knowledge and skill in use and strategies necessary to meet diverse needs of students.
10. Knowledge and skill in culturally responsive teaching and learning.
11. Skill and ability to utilize technology to aid instruction, assessment and learning.
12. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
13. Any position-specific special qualifications indicated in the recruitment process.
14. Skill and ability to lead adult professional learning in instructional best practices.

Part V: Desired Qualifications

1. Bilingual skills.
2. Successful experience teaching in a diverse student environment.
3. Successful experience in a team-teaching environment.
4. Successful experience teaching English Learners.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that must be met by an employee to successfully perform essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.



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Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students.

May be required to travel on school owned or leased vehicles while supervising and assisting students.