

# Chittenden Central Supervisory Union Job Description

<b>JOB TITLE:</b>	<b>English Language Learner (ELL) Teacher</b>
<b>FLSA STATUS:</b>	<b>Exempt</b>
<b>UPDATED:</b>	<b>October 14, 2002</b>

## **POSITION OBJECTIVES:**

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

### **LINGUISTICS/LANGUAGE ACQUISITION**

- Demonstrates knowledge of the linguistic structures of the English language (phonology, morphology, syntax, lexicon and discourse) and their relationship to academic language and content learning. (Competency 1a)
- Demonstrates knowledge of an ability to apply current theories of first and second language acquisition across different age and developmental levels and diverse cultural groups. (Competency 1b)
- Demonstrates knowledge of second language acquisition through personal experience of having learned another language. (Competency 1c)

### **LINGUISTIC/CULTURAL DIVERSITY**

- Demonstrates knowledge of how cultures and the acculturation process impact students' perceptions, learning styles, and affective needs. (Competency 2a)
- Demonstrates knowledge of the history and contributions of various cultural and ethnic groups in the U.S. (Competency 2b)
- Demonstrates ability to recognize and address prejudice and cultural bias in teaching materials and school environments. (Competency 2c)
- Demonstrates ability to involve linguistically and culturally diverse parents in their children's schooling. (Competency 2d)

### **ASSESSMENT**

- Demonstrates knowledge of and ability to implement appropriate procedures for identification, screening, assessment and monitoring of ESL students' progress. (Competency 3a)
- Demonstrates ability to select, administer, and interpret developmentally appropriate, nondiscriminatory procedures and instruments for assessing English language proficiency and content skills. (Competency 3b)
- Demonstrates knowledge of how to work with interpreters/translators to assess students' native language and content skills. (Competency 3c)
- Demonstrates ability to distinguish between developmental stages of second language acquisition and possible language/learning disorders. (Competency 3d)

### **METHODOLOGY AND CURRICULUM DEVELOPMENT**

- Demonstrates knowledge of and ability to use a variety of instructional approaches, techniques and activities for teaching listening, speaking, reading, writing and cognitive skills appropriate to students' age and developmental levels, language proficiency levels, learning styles, cultural and experiential backgrounds. (Competency 4a)
- Demonstrates knowledge of basic curriculum content and ability to integrate language objectives with appropriate grade-level content. (Competency 4b)
- Demonstrates ability to design and adapt instructional materials and curricula. (Competency 4c)
- Demonstrates knowledge of and ability to use a variety of grouping strategies, including whole-class, individualized instruction, pair work, cooperative learning groups, small group instruction. (Competency 4d)

#### PROGRAM PLANNING, CONSULTATION & COORDINATION

- Demonstrates knowledge of federal and state legal requirements and guidelines relevant to the education of ESL students. (Competency 5a)
- Demonstrates knowledge of the history, philosophy, and practice of various ESL program models. (Competency 5b)
- Demonstrates ability to consult with classroom teachers on how to: integrate students socially and academically; adapt language and content instruction and materials; as well as assess students' progress. (Competency 5c)
- Demonstrates ability to collaborate with other instructional staff, support staff, and interpreters/translators to plan and implement educational programs. (Competency 5d)

#### **SUPERVISION RECEIVED:**

Reports to and receives general administrative direction from the Director of Curriculum and Instruction.

#### **SUPERVISORY RESPONSIBILITIES:**

Assists with the training, planning, and directing the activities of assigned para-educators; plays an advisory role in evaluation, hiring, and continued employment.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Bachelors degree and working knowledge of Vermont's Framework of Standards required, plus three to four years of relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired.
- Certifications and Licenses. Hold or is eligible to hold a Vermont Professional Educator's License with a valid ESL Endorsement (Level II preferred), plus meet all the basic competencies and qualifications of the endorsement(s) as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.<sup>i</sup>
- Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.

- Mathematical/Reasoning Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office helpful.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

**PHYSICAL EFFORT AND STRESS.**

Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

.....  
 This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

---

<sup>i</sup> May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>