

WINOOSKI SCHOOL DISTRICT
Job Description: ELL Teacher

Date Approved/Updated: May 8, 2012

Location: District Wide

Job Group: Educator

Reports To: ELL Coordinator and Building Principal

Summary of Position Responsibilities:

Consistent with state and federal law, coordinates and provides an effective and efficient system of English Language Learning (ELL) Support Services designed to meet the needs of ELL students. ELL teachers instruct students in English using a variety of approaches and strategies including co-teaching.

Essential Duties and Responsibilities:

LINGUISTICS/LANGUAGE ACQUISITION

1. 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)
2. 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)
3. Demonstrates knowledge of second language acquisition through personal experience of having learned another language. (Competency 1c)

LINGUISTIC/CULTURAL DIVERSITY

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

ASSESSMENT

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

The information contained in this job description is for compliance with the Americans With Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.

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Supervisory Responsibilities include: Training, planning, assigning, and directing work.

Qualification Requirements:

The requirements listed below are typical of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Minimum of a Bachelor's Degree. Master's Degree preferred.

Certificates, Licenses, Registrations: Vermont State ELL license.

Language Skills: Excellent oral and written communication skills required.

Mathematical Skills: Solid math skills. Ability to interpret wide range of data.

Reasoning Ability: Excellent problem solving skills required.

Other Skills and Abilities: Qualifications which the board and administration find appropriate and acceptable.

Physical Demands:

The physical demands are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations O=occasionally F=frequently or C=constantly for each essential function of the job. Leave blank if it is not essential to the job:

- F Standing C Walking F Sitting F Lifting F Carrying F Pushing
 F Pulling F Climbing F Balancing F Stooping F Kneeling F Crawling
 F Crouching F Reaching F Handling F Fingering F Feeling C Talking
 C Hearing C Far Vision C Near Vision F Color Vision F Depth Perception F Repetitive Motion
 C Eye/Hand/Foot Coordination

Physical Effort: Please indicate on the continuum the requirements of this position:

<i>Sedentary Work</i>	<i>Light Work</i> XX	<i>Medium Work</i>	<i>Heavy Work</i>	<i>Very Heavy Work</i>
Lifts up to 30 lbs Walks/stands occasionally	Frequently lifts up to 10 lbs. Frequently walks/stands.	Frequently lift/carry up to 25 lbs.	Frequently lift/carry up to 50 lbs.	Frequently lift/carry up to 50 lbs or more.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations N=Never O=occasionally F=frequently or C=constantly for each essential function of the job:

- F Exposure to weather O Extreme heat O Extreme cold F Noise O Dust, vapors, fumes
 C Time constraints C Public contact C Deadlines O Travel F Inside work

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Terms of Employment: Per Collective Bargaining Agreement, State and Federal Statutes and Board Policies.

Compensation: As per Collective Bargaining Agreement.

Evaluation: Performance of this job will be evaluated in accordance with Procedure WSD201.

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