

A.E.R.O.

SPECIAL EDUCATION COOPERATIVE

Dr. Bill Roseland
Executive Director

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JOB DESCRIPTION: *Special Education English Learner (EL) Teacher*

- Bilingual / ESL: Pre K through age 22 Special Education EL students

QUALIFICATIONS:

- Hold a registered, valid Illinois LBS I / Professional Educators License.
- English as a Second Language Endorsement

REPORTS TO:

- A.E.R.O. Assistant Director of Curriculum, Instruction, & Professional Development

The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.

GENERAL RESPONSIBILITIES:

1. Provide direct services and instruction for EL students across A.E.R.O. programs.
2. Possess extensive knowledge of content related pedagogy and interventions that facilitate enhanced academic performance.
3. Ongoing collaboration with IEP teams to ensure that instructional design supports the unique needs of EL students; ensure EL services are aligned with classroom instructional practices/curriculum and that EL supports can be provided beyond the scope of direct service by EL teacher.
4. Engages parents in frequent collaboration to address student needs.
5. Complete English language screeners as needed and communicate formal results with parents.
6. Maintain caseload documentation and collaborate with AERO administrators to ensure appropriate EL supports.
7. Track demographic information for EL students and assist AERO member districts with SIS data entry.
8. Assist AERO member districts with maintaining compliance with ISBE EL program requirements.
9. Attend IEP meetings as the bilingual specialist and collaborate with IEP teams.



10. Act as primary test coordinator responsible for the ACCESS/Alternate ACCESS Assessment.
11. Provide professional development to AERO staff on evidence-based practices for EL students.
12. Assume responsibility for continued professional growth, to achieve and maintain high standards of professional competence, including opportunities specific to the EL department including the Bilingual Director's meeting, Multilingual Illinois conference, and South Suburban collaboration meetings.
13. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws.
14. Regular and prompt work attendance.
15. Perform other duties as assigned by the principal, or other administrative staff.

KNOWLEDGE AND CRITICAL SKILLS:

1. Knowledge of EL required state screening and assessment; instructional and resource programs for English Learners with a variety of special education eligibilities.
2. Certified to administer EL testing (ACCESS/Alternate ACCESS, WIDA Screeners, and Pre- IPT) and Illinois Teaching License with ESL/Bilingual Endorsement.

PERFORMANCE RESPONSIBILITIES:

1. IEP / ELIGIBILITY MANAGEMENT

- A. Ensure that IEP documentation accurately reflects communication needs, assessment, accommodations, and present levels of performance for each EL student on caseload.
- B. Collaborate with IEP teams to determine the need for bilingual evaluations.

2. INSTRUCTIONAL PRACTICES

- A. Plan daily lessons and weekly schedules to incorporate the individual objectives and group activities into a smooth routine, with consideration for individual program emphasis.
- B. Utilize a variety of techniques and materials to develop and execute curriculum in an appropriate and beneficial fashion, including the use of augmentative communication systems and the use of computer technology, including appropriate software.
- C. Establish and maintain student behavior by utilizing effective de-esclation and behavior management strategies.
- D. Establish and maintain ongoing communication with each student's parents.



3. COLLABORATION

- A. Maintain regular communication/planning with all school personnel involved with each student. Work directly with all related service personnel as part of an integrated educational team.
- B. Participate in meetings when appropriate including but not limited to IEP and team meetings.
- C. Coordinate efforts with special education and related service staff to implement language development activities as appropriate for students.

