

# Job Description



**Title:** Bilingual Teacher

**Reports to:** Building Principal

## Summary of Position

The individual considered for this position will collaboratively work with the Director of EL Services and school personnel to design and implement a comprehensive heritage language instruction program. The Bilingual teacher will have strong skill sets in “best-practice” instructional and assessment methodologies related to teaching and assessing listening, speaking, reading, and writing in students’ heritage language as well as have the ability to work with students and staff in pull-out and push-in models of small group instruction. The overarching goal for this qualified professional is to increase students’ proficiency and fluency in the heritage language.

## Qualifications

- Valid Professional Educator License from the Illinois State Board of Education.
- Must hold a Bilingual endorsement/approval that aligns with the grade level of the Professional Educator License.
- Experience living or traveling abroad is a plus.

\*Bilingual teachers must hold an endorsement in the required language.

## Essential Duties and Responsibilities

General:

- Possess a strong and current knowledge of bilingual methodologies and best practice for teaching oracy and literacy in the heritage language.
- Apply the Illinois Spanish Language Development Standards and the Illinois Content Standards in planning for, organizing, and implementing instruction and assessment that is consistent and coordinated with the district’s instructional program as appropriate for the heritage language.
- Collaborate with building teachers to build upon themes and topics taught in the ESL classrooms to extend into heritage language instruction.
- Provide building teachers, specialists, and the building principal with information about language acquisition in the context of bilingual instruction, linguistic and culturally responsive teaching in general, as well as students’ heritage language proficiency levels in particular.
- Develop a working knowledge of existing district core instructional programs and resources.
- Assess newly arrived speakers in the heritage language group, analyze assessment data, place the students properly to carry out the district’s bilingual component of EL services, and inform parents of placement.
- Evaluate bilingual students’ progress periodically, maintain records of bilingual students’ progress, and communicate with other teachers about students’ progress on a regular basis.
- Develop and share support systems to be used in other classrooms and in other subject

areas for speakers of the heritage language, especially those with more limited English proficiency.

- Assist in the development and facilitation of professional growth activities for teachers and parents.
- Collaborate with others to create a whole school atmosphere where diversity is welcomed and valued.
- Attend staff meetings, grade level meetings, program meetings, and BPAC (Bilingual Parent Advisory Council) meetings as may be requested or as established by district policy.

#### Other Responsibilities:

- Maintain student files for all ELs as defined by the state.
- Maintain records of all students assessed for heritage language instruction and share documentation with the Director of EL Services.
- Develop a detailed teaching schedule and student instructional schedules to be shared quarterly with the Director of EL Services and the building principal.
- Understand and abide by regulations, rules, and policies related to ELs; those who are receiving heritage language instruction and those who are not.

*Performs all other duties as assigned.*

### **Key Success Factors**

- Ability to communicate and collaborate effectively orally and in writing professionally with all stakeholders.
- Ability to report to work on a regular and punctual basis.
- Perform all other related work, delegated or required, to accomplish the objectives of the total school program.
- Meet, and maintain, professional teacher education requirements of school, district, and state.

### **Physical Demands and Work Environment**

The physical demands described here are representative 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.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, bend, write, type, speak, and listen. In addition, the employee may occasionally be required to bend, twist, reach and climb. Specific vision abilities required by this job include close, peripheral and distant vision. Ability to work in an office environment, including the following: sitting, standing, light lifting, filing, operating office machines and computers, communicating with staff and others.

The noise level in the work environment ranges from quiet/moderate to loud. The employee is frequently required to interact with the other staff.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and

School Board Policy and procedures. Essential and marginal job functions are subject to modification.

*The information contained in this job description complies with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.*

## **Terms of Employment**

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- **Work Year:** 182 Days
- **Leave:** 12 Sick Days / 2 Personal Days
- **FLSA Status:** Exempt
- **Retirement:** TRS
- **Benefits:** Yes
- **Salary:** Commensurate with experience (\$53,989 - \$65,209)