



Position: Secondary Teacher

Assignment: Secondary ESL Liaison

Wage/Hour Status: Exempt

Reports to: Principal

Pay Grade: TC102/187 days

Dept./School: Secondary Curriculum and Programs

Date Revised: Summer 2025

Primary Purpose:

Support second language acquisition for Emergent Bilinguals (EB) and English Learners (EL) by ensuring that proper placement and services are provided within the ESL program service model. Serve campus faculty and staff in a coaching and mentoring role. Provide instructional and compliance support for campus personnel working with EBs and ELs; and empower campus-based faculty to provide students with best-practice instruction resulting in student mastery of language and the Texas Essential Knowledge and Skills.

Qualifications:

Minimum Education/Certification:

- Bachelor's degree from an accredited university
- Valid Texas Teaching Certificate with ESL endorsement
- Generalist certification preferred (middle school applicants)
- English/Language Arts certification preferred (high school applicants)

Special Knowledge/Skills/Experience:

- 5 years' successful ESL classroom teaching experience
- Experience teaching secondary newcomers preferred
- Demonstrates understanding of second language acquisition process
- Demonstrates understanding of the literacy needs of EBs, ELs, and newcomer through advanced high proficiency levels, in a digital, global, and multicultural world
- Demonstrates understanding of the unique educational needs of long-term and over-age EBs and ELs
- Demonstrates success in creating learning environments that support the needs of all learners
- Builds enthusiasm, community, and collaboration with teachers and campus leaders
- Demonstrates facility with coaching of teachers and supporting job-embedded professional learning
- Demonstrates understanding of how to create engaging learning environments for adult learners in the delivery and design of professional learning experiences
- Exhibits depth of understanding related to specific content area

Major Responsibilities and Duties:

- Assist the campus in developing and maintaining a systematic approach to serving EBs and ELs, including initial program enrollment, verification, LPAC management, reclassification, and end of year profiles
- Compile, maintain, and submit all ESL compliance documentation, including LPAC minutes, monitoring documentation, PEIMS, testing accommodations, language assessment reports,

and end of year profiles

- Administer oral language proficiency assessments for initial ESL program qualification and process score reports for LPAC review
- Check EBs and ELs schedules to ensure proper program placement in accordance with TAC Chapter 89
- Assist campuses in addressing state and federal ESL compliance questions
- Attend and participate in LPAC, ARD, and RtI meetings for EBs and ELs as required
- Work directly with EBs and ELs, including conducting classroom observations, student conferences, occasional tutoring, and parent contact when necessary
- Coordinate with ESL paraprofessionals to provide in-class language support, and adjust the schedule of support as needed throughout the year
- Collaborate with campus administrators and staff to ensure the appropriate instructional placement of EBs and ELs within the ESL program model based on their individual language levels and academic needs
- Collaborate with teachers to design meaningful linguistic accommodations making curriculum comprehensible for EBs and ELs
- Model innovative lessons that encourage EBs and ELs to take cognitive and linguistic risks
- Influence core content classroom practice through continued Sheltered Instruction support, lesson design, mentoring, observations, and coaching
- Assist teachers in understanding their students' cultures and communities, and in communicating with families about student achievement
- Participate in professional learning activities for professional growth in job-related skills specific in the areas of second language acquisition and research-based best practices for EBs and ELs.
- Deliver professional learning that meets student, campus, and district needs
- Use technology to strengthen the teaching/learning process
- Collaborate with the Special Education department to support EBs and ELs served in its programs
- Collaborate with campus and district administrators to support EBs and ELs in curricular and extracurricular programs offered, including fine arts, athletics, career and technology, and any additional programs that may be developed in the future
- Perform other duties and accept other responsibilities as assigned.

Mental Demands/Physical Demands/Environmental Factors:

- Computer and peripherals; standard office equipment
- Very frequent walking; occasional bending/stooping, pushing/pulling, and twisting; occasional prolonged sitting or standing
- Frequent repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching
- Frequent lifting and carrying
- Frequent district-wide travel
- Maintain emotional control under stress, work with frequent interruptions, frequent prolonged and irregular hours

OTHER: All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Signature

Date

Print Name