



Human Resources Vacancy Announcement

{INTERNAL/EXTERNAL OPPORTUNITY}

Job Title:	ESL Teacher	Reports To:	Building Principal
Location:	To be determined	Compensation:	Per PEA Master Agreement
Length of Contract:	185 Days	Date of Posting:	1/10/2025
Start Date:	Upon hire	FSLA Status:	Exempt
Equal Opportunity Employment Statement:	City of Pontiac School District is an Equal Opportunity Employer. Position is subject to City of Pontiac School District policy, rules, and regulations An Equal Opportunity/Affirmative Action Employer It is the policy of the School District of the City of Pontiac that no person shall on the basis of race, religion, color, national origin, sex, age or disability be excluded from participation and be denied the benefits, or be subjected to discrimination under program or activity and in employment, further the School District of the City of Pontiac Board of Education strictly adheres to the provision of Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and all Michigan Department of Education policies and regulations prohibiting discrimination. The following individuals have been designated to handle inquiries regarding nondiscrimination policies: Title II, Title VI & Title IX Coordinators: Darryl Segars 248-451-6802; Section 504 Coordinator: Yvette Williams, 248-451-6825. All complaints may be addressed to 47200 Woodward Ave, Pontiac, MI 48342.		
Internal Posting URL:	https://www.applitrack.com/oaklandschools/onlineapp/jobpostings/view.asp?district=46168		
Application Process:	Complete application procedure with Oakland Human Resources Consortium (OHRC) Online Employment Application Open Positions		

Job Description

The ESL Education teacher delivers rigorous instruction based on the Michigan Curriculum Framework and Content expectations and standards aligned with the Pontiac School District curriculum scope and sequence to students identified as English Language Learners. Effective strategies in management, instruction, student motivation and curriculum planning are the basis of instruction. The teacher makes knowledge accessible to all students; develops students' cognitive capacity and respect for learning; and fosters students' self-esteem, motivation and sense of civic responsibility.

Qualifications

- Highly qualified teacher with full State of Michigan certification and endorsement in ESL education
- Knowledge of and experience with the use of behavior and achievement data for the design and implementation of intervention plans for English Language Learners.
- Knowledge of effective, research based instructional strategies and best practices for English Language Learners and the ability to implement them effectively.
- Knowledge of the use of assessments and assessment data to inform instruction and prescribe work plans for students.
- Knowledge of the use of technology to support instruction.
- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality.



- Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
- Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for youth.
- Possession of the necessary social and academic skills to promote cultural awareness and appreciate individual cultural differences and commonalties.



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Clearances, Licenses or Certifications
<ul style="list-style-type: none">• Criminal background check• Drug screen• ESL endorsement
Essential Duties and Responsibilities
<p>The ESL Education teacher responsibilities will include but are not limited to the following:</p> <ul style="list-style-type: none">• Effectively deliver the curriculum and content standards identified by the State of Michigan and Pontiac School District.• Integrate best practices using grade level content standards established by the State of Michigan following the Pontiac curriculum scope and sequence.• Scaffold student learning so they are required to read, write and think on a regular basis with the inclusion of before, during and after reading strategies.• Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content as well as literacy (the ability to read and write) and mathematics.• Use multiple methods of assessment, formal and informal, formative and summative, and a range of assessment strategies including performance, journals, class critiques and discussions.• Regard assessment as a joint venture through which both student and teacher understanding is enhanced.• Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.• Recognize the individuality of students and individual responses to assignments.• Ensure that all students have an equal opportunity to display what they know and can do in class.• Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work.• Model good assessment processes that assist students in assessing their own work and their peers.• Differentiate instruction to meet the needs of individual students and enable student mastery of curriculum content expectations.• Provide recognition of a variety of student accomplishments and positive behaviors.• Participate in teacher teams that focus on the: identification of student needs through data analysis, development of research based instructional strategies to address those needs, and the monitoring and evaluation of instruction and student learning.• Participate in professional development and training to provide student instruction in the core content areas through an enriched academic program that integrates literacy and mathematics under a whole school initiative.• Effectively use and integrate technology into the curriculum.• Maintain effective home/school communications to support student success.• Actively participate in the development, implementation and evaluation of the School-wide/School Improvement Plan and work collaboratively to achieve the overall purposes of the school.• Regular and predictable attendance is essential.
Other Duties



- Organizational Support – Follow policies and procedures; complete tasks correctly and on time; supports organization's goals and values; support affirmative action and respect diversity.
- Attendance/Punctuality – Is consistently at work and on time; arrive at meetings and appointments on time.
- Dependability – Follow instructions, respond to management direction; take responsibility for own actions; keep commitments; complete tasks on time or notify appropriate person with an alternate plan.
- Language Skills – Ability to read, analyze, and interpret written materials. Ability to write reports, and correspondence. Ability to effectively present information and respond to questions.
- Mathematical Skills – Ability to calculate figures and amounts. Ability to do basic bookkeeping.
- Reasoning Ability – Ability to solve and deal with practical problems. Ability to interpret written and oral instructions. Ability to remain flexible and to cope with numerous interruptions.
- Computer Skills - To perform this job successfully, an individual should have knowledge of accounting software; database software; human resource systems; internet software; purchasing processing systems; payroll systems; spreadsheet software and word processing software.
- Physical Demands - 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.



Knowledge, Skills, Abilities					
<ul style="list-style-type: none">• Interpersonal/communication skills• Ability to multi-task• Ability to work with minimal supervision• Leadership/supervisory skills• Team player• Creativity• Self-starter• Flexibility• Attention to detail			<ul style="list-style-type: none">• Ability to manage work pressures (e.g. deadlines)• Ability to work with distractions• Ability to work under pressure• Ability to meet deadlines• Problem-solving• Organizational skills• Research skills• Presentation skills• Ability to maintain confidentiality		
Communication Skills					
<ul style="list-style-type: none">• Must be able to work with multiple groups and leaders within the District					
Physical Activities/Requirements					
<ul style="list-style-type: none">• While performing the duties of this job, the employee is regularly required to sit and talk or hear.• The employee is frequently required to use hands to finger, handle, or feel.• The employee is occasionally required to stand, walk, reach with hands and arms and stoop, kneel.• The employee must occasionally lift and/or move up to 10 pounds.• Specific vision ability required by this job includes close vision, distance vision, peripheral vision and ability to adjust focus.					
Approved By:	Interim Assistant Superintendent of HR	Name:	Ashley Smith	Date:	01.08.2025
Last Updated By:	Recruiter	Name:	Regina Nicholas	Date:	01.08.2025