

TITLE: BILINGUAL TEACHER

REPORTS TO: Principal and/or assigned administrator

PRIMARY PURPOSE:

To ensure high quality instruction linked to the Common Core State Standards and District strategic goals. To provide a rigorous academic environment that actively engages students; incorporates best educational practice creates an inclusive environment that celebrates diversity and addresses the needs of all learners, and supports the social/emotional development of the students.

QUALIFICATIONS:

- Holds a minimum of a bachelor's degree from an accredited university.
- Meets all current licensing requirements including endorsement(s) in the appropriate teaching areas, as determined by the Illinois State Board of Education.
- Meets all requirements for Highly Qualified status.
- Must demonstrate verbal, oral, and written proficiency in the specified non-English language area.
- Must be familiar with the WIDA standards and how to align them with the Common Core State Standards.
- Preference will be given to individuals who are trained in SIOP and the execution of other appropriate assessment measures for non-English speaking students, such as ACCESS.
- Must currently be assigned to this position, or
 - Has taught or student taught in any school at the K-5 level within the past 3 years, or
 - Demonstrates content knowledge and current pedagogical practices at this grade level.

ESSENTIAL FUNCTIONS:

1. Planning/Preparation

- a. Demonstrates content knowledge and makes relevant connections for all students.
- b. Demonstrates knowledge of child growth and development; particularly the typical developmental characteristics of age group assigned.
- c. Understands the acquisition of a second language and designs instructional plans consistent with meeting the needs of English language learners.
- d. Establishes and clearly articulates instructional outcomes based upon the district adopted curriculum, district-established learning targets, best practice, and common core state standards.
- e. Utilizes personnel resources as appropriate to enhance content and pedagogical knowledge.
- f. Uses formative and summative assessment results to diagnose student learning, develop a student profile, align and modify instruction, and design instructional strategies.
- g. Demonstrates knowledge of current technology resources, especially those designed to assist non-English speakers, and utilizes technology tools to enhance instruction and student engagement.

2. Classroom Environment

- a. Creates an environment of respect and rapport.
- b. Establishes a culture and environment for learning and student engagement.
- c. Establishes and manages classroom procedures to maximize student learning time and productively engage students at all times.
- d. Effectively manages student behavior through implementation of classroom rules and clear expectations consistent with the building PBIS (positive behavioral intervention system) and the tenets of Character Counts.

3. Instruction

- a. Clearly communicates expectations for learning and provides a rigorous instructional environment that is differentiated to meet the unique needs of all learners.
- b. Uses questioning and discussion techniques to successfully engage all students, particularly second language learners, in the learning process.
- c. Engage students in the learning process through instructional strategies that are intellectually stimulating, appropriate to the students' knowledge and experience, and consistent with the district adopted instructional protocol, SIP, and common core standards.
- d. Uses formative and summative assessment data to drive instructional decision-making and provide students with meaningful feedback.
- e. Demonstrates flexibility and responsiveness to ensure that all students learn.

4. Professional Responsibilities

- a. Reflects on teaching in order to improve instruction.
- b. Advocates for bilingual students and seeks necessary resources to ensure student success in all aspects of the educational environment.
- c. Maintains accurate records consistent with school and district policies and procedures and Title III regulations.
- d. Communicates with students and parents about student progress in a timely manner and in a fashion that demonstrates respect for cultural norms.
- e. Participates in Professional Learning Communities (PLCs) and contributes to the school and district by attending meetings and serving on committees.
- f. Seeks professional development opportunities.
- g. Demonstrates professionalism in all areas by displaying integrity and ethical conduct in behavior, attire, and communications.
- h. Arrives to work on time and demonstrates consistent attendance to ensure continuity of instruction.

5. Position-Specific Responsibilities

- a. Demonstrates the ability to individually assess and monitor the student's skills in their native language, as well as English.
- b. Assist with the transition from primary native language to English acquisition.
- c. Work collaboratively with the ESL teacher to provide the most appropriate program based on the child's native language and readiness for English instruction.
- d. Must demonstrate the ability to work collaboratively with parents and community agencies in order to promote English language acquisition, as well as participate in a variety of local, regional and community events geared toward assisting families in the acculturation to the American education system.
- e. This job description is a guide and not an exhaustive list of all duties of the position, other duties and responsibilities may be assigned by the Principal and his/her designee in accordance with the collective bargaining agreement and the Board of Education.

TERMS/CONDITIONS OF EMPLOYMENT:

- Employment as determined by the annual school calendar.
- Terms/conditions of employment as established by the agreement between the Board of Education and the Queen Bee Education Association.

EVALUATION:

- Performance is evaluated annually by the principal and/or the assigned administrator.
- Performance of this position will be evaluated in accordance with the provisions of the Board policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Articles 24A and 34 of the Illinois School Code.