

CERTIFICATED TEACHING PERSONNEL

Duties and Responsibilities of Traveling English as a Second Language (ESL)/Bilingual Education Secondary English Learner Support Teachers

Traveling ESL/Bilingual Secondary English Learner Support Teacher is responsible to the Program Administrator, ESL/Bilingual Education Programs Director of English Learner Services in administrative and instructional matters falling within the District ESL/Bilingual Programs English Learner Master Plan. While in a school building, traveling ESL/Bilingual English Learner Support teacher is responsible to the School Principal for the care, control, and instruction of students in their charge to support the implementation of English Learner services as described in the English Learner Master Plan .

The duties and responsibilities of traveling ESL/Bilingual Secondary English Learner Support teacher are as follows:

1. To be available to confer with students, parents and colleagues before at the beginning and end of the instructional day.
2. ~~To be available for conferences with students, parents and colleagues at the close of the instructional day.~~
3. ~~To diagnose the needs of children with bilingual backgrounds assigned to the ESL/Bilingual teachers for instruction.~~ Support principal in the implementation of English Language Development at the secondary site by:
 - a. Interpreting transcripts from other countries for EL students
 - b. Assuring that all English Learners are scheduled into the appropriate classes, according to the English Learners Master Plan.
 - c. Completing the Individual Invention Plan (IIP) for Junior and Senior English Learners. Distribute the IIP to the secondary administrative staff.
 - d. Identify English Learner students failing in core subjects or the California High School Exit Exam (CAHSEE).
 - e. Collaborate with site staff in setting English Learner student goals/behaviors, including consequences and next steps if students fail to meet goals/behaviors.
4. ~~To design and maintain an individual learning program for each ESL/Bilingual student in accordance with the students' needs and within the framework of the District Standards of Expected Student Progress in ESL/Bilingual Education Programs and legal requirements of the State of California~~
5. ~~To make home visits to confer with parents on instructional matters, or to act as intermediary between the school and the family by interpreting and/or translating communications from the school, when possible.~~

6. To assist classroom teachers in their conferences with parents of ~~NEW/LES~~ English Learners regarding student progress, including Student Study Teams/Individual Educational Plan meetings (SST/IEP's).
7. ~~To assist the Program Administrator to conduct the state-mandated Home Language Survey and Assessment of potential non-English-speaking (NES) and limited-English-speaking (LES) students.~~
8. ~~To keep an accurate and up-to-date roster of all identified NES/LES students receiving ESL instruction in the schools they serve and to report all changes in enrollment to the ESL/Bilingual Office immediately.~~
9. To assist the ~~Program Administrator~~ Director of English Learner Services or site designee in the review and evaluation of instructional materials.
 - a. Assure that core-content teachers have the support materials that English Learners need, both in the primary language and in supplementary English Language Development (ELD).
 - b. Complete a survey of course materials.
 - c. Order approved ELD materials for sites, as needed.
10. To participate in in-service and professional growth activities relative to ~~English as a Second Language/Bilingual Education Programs~~ the English Learner Master Plan.
11. To attend job-related meetings and activities specified by the ~~Program Administrator, ESL/Bilingual Education Programs~~ Director of English Learner Services or designee.
12. Support classroom teachers in the delivery of ELD and the use of best instructional practices for English Learners by:
 - a. Provide staff development at their sites during their collaboration periods
 - b. Coach teachers in the delivery of ELD & SDAIE techniques.
13. Support sites with ELAC activities including outreach & training to parents, agenda and documentation preparation and arranging for special speakers or topics for meetings.
14. To perform those non-instructional duties and responsibilities, ~~including supervisory and advisory duties,~~ as may be prescribed by the Board of Education.

Physical Requirements:

Hear and speak to make presentations and exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe students; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift objects weighing up to 25 pounds.

Credential Requirements:

- Single Subject English
- Single Subject English Language Development
- CLAD required
- BCLAD (Spanish) desirable