

CERTIFICATED TEACHING PERSONNEL

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

Traveling ESL/Bilingual Elementary English Learner Support Teachers are 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 an 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 an Elementary English Learner Support teacher are as follows:

1. To be available to 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 site by:
 - a. Identifying students that need to receive English Language Development (ELD).
 - b. Forming ELD groups by levels of proficiency.
 - c. Distribute to classroom teachers the English Language Learner (ELL) progress profile to be used during the year.
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 students~~ English Learners regarding student progress, including Student Success Team/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. Coordinate CELDT, ADEPT and Primary Language Assessment at the site to ensure that all students are tested during the annual window.
 - a. Administer CELDT test of new students that arrive after October 31st.
 - b. Coordinate, support, and administer ADEPT testing.
 - c. Administer Primary Language Assessment to new 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. Create, maintain, and distribute to the principal and staff a database with the most current English Learners' assessment data with the purpose of monitoring their progress.
 - a. Coordinate reclassification of English Learners that meet school district's criteria.
 - b. Monitor the progress of reclassified students to identify students needing intervention.
9. To assist the ~~Program Administrator~~ Director of English Learner Services or designee in the review and evaluation of instructional materials.
 - a. 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 English Language Development and the use of best instructional practices for English Learners by:
 - a. Provide staff development on at their sites
 - b. Modeling Systematic ELD lessons.
 - c. Participate in ELD walkthroughs; observe ELD classes with the purpose to offer feedback to teachers as needed.
 - d. Support teachers in the delivery of ELD instructional strategies.
13. Coordinate interventions, such as:
 - a. Additional ELD instruction to CELDT beginner/early intermediate students.
14. Support sites with ELAC activities.
15. 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 period 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:

- Multiple Subject
- CLAD required
- BCLAD (Spanish) desirable