Job Title: Part Time ELL Teacher

Supervisor: Director of English Language Learners

Start date/Hours: Approximately 7-10 hours per week, Monday through Friday

Description: The Part Time ELL Teacher is responsible for developing English Learner students' ability to effectively perform courses of study in the English language, developing lesson plans and delivering group and individual student instruction within established curriculum guidelines, and collaborating with other teachers in addressing instructional and/or classroom issues. **Must be SEI endorsed or ESL trained.**

Responsibilities include (but not limited to):

**ELL**
- Administer all incoming student paperwork and testing following WIDA guidelines
- Teach small group ESL classes to students K-12
- Act as ESL support in class for student K-12
- Write and manage language acquisition plans for all students identified as ELLs
- Use SEMS Tracker to maintain organized, complete files for ELL students
- Plan and organized schedules for all ELL students in order to ensure state compliance
- Manage, administer, and ensure completion of yearly ACCESS testing
- Develop additional materials to compliment curriculum
- Work with teachers/grade teams to ensure ELL students are accessing in class curriculum

**Planning and Preparation for Learning**
- **Knowledge** - Demonstrates subject area expertise and a cutting-edge grasp of child development and how students learn.
- **Standards** - Develops a well-honed game plan for the year that is tightly aligned with state standards and assessments.
- **Units** - Plans all expeditions backwards, aligned with high standards, state assessments, and all Bloom’s levels; documents and shares all lessons with supervisor at a minimum of two (2) weeks in advance.
- **Assessments** - Plans diagnostic, formative, and summative assessments to closely monitor student learning.
- **Anticipation** - Anticipates students’ misconceptions and confusions and develops multiple strategies to overcome them.
- **Lessons** - Designs lessons with clear, measurable goals closely aligned with standards and expedition outcomes.
- **Engagement** - Designs highly relevant lessons that will motivate all students and engage them in active learning
- **Materials** - Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.
- **Differentiation** - Designs lessons that break down complex tasks and address all learning needs, styles, and interests.
- **Environment** - Artfully uses room arrangement, materials, and displays to maximize student learning of all material, focusing on learning targets and student work.

**Classroom Management**
- **Expectations** - Is direct, specific, consistent, and tenacious in communicating and enforcing high expectations.
- **Relationships** - Shows warmth, caring, respect, and fairness for all students and builds strong relationships.
- **Respect** - Wins all students’ respect and creates a climate in which disruption of learning is unthinkable.
- **Social-emotional** - Implements a program that successfully develops positive interactions and social-emotional skills.
- **Routines** - Successfully inculcates class routines up front so that students maintain them throughout the year.
- **Responsibility** - Successfully develops students’ self-discipline, self-confidence, and a sense of responsibility.
- **Repertoire** - Has a highly effective discipline repertoire and can capture and hold students’ attention any time.
- **Efficiency** - Skillfully uses coherence, momentum, and transitions so that every minute of the classroom time produces learning.
- **Prevention** - Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.
- **Incentives** - Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.

**Delivery of Instruction**
- **Expectations** - Exudes high expectations and determination and convinces all students that they will master the material.
- **Mindset** - Actively inculcates a “growth” mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.
- **Goals** - Shows students exactly what’s expected by posting learning targets, essential questions, rubrics, and exemplars.
- **Connections** - Hooks all students’ interest and makes connections into prior knowledge, experience, and reading.
- **Clarity** - Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.
- **Repertoire** - Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.
- **Engagement** - Engages all students in focused work in which they are active learners and problem solvers.
- **Differentiation** - Successfully reaches all students by skillfully differentiating and scaffolding.
- **Nimbleness** - Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.
- **Application** - Consistently has all students summarize and internalize what they learn and apply it to real-life situations.

**Monitoring, Assessment and Follow-Up**
- **Criteria** - Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.
- **Diagnosis** - Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.
- **On-the-Spot** - Continuously uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.
- **Self-Assessment** - Sets ambitious goals with students, continually self-assesses, and takes responsibility for improving performance.
● **Recognition** - Frequently posts students’ work with rubrics and commentary to celebrate progress and motivate direct effort.

● **Interims** - Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.

● **Tenacity** - Relentlessly follows up with struggling students with personal attention (time and support) so they all reach proficiency.

● **Support** - Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.

● **Analysis** - Works with colleagues to analyze chart data, draw action conclusions, and leverage student growth.

● **Reflection** - Constantly reflects on what worked and what didn’t to continuously improve instruction.

**Family and Community Outreach**

● **Respect** - Shows great sensitivity and respect for family and community culture, values, and beliefs.

● **Belief** - Shows each parent/guardian an in-depth knowledge of their child and a strong belief they will meet or exceed standards.

● **Expectations** - Gives parents/guardians clear, user-friendly learning and behavior expectations and exemplars of proficient work.

● **Communication** - Makes sure that parents/guardians hear positive news about their children first and immediately flags any problems.

● **Involving** - Frequently involves parents/guardians in supporting and enriching the curriculum for their children as it unfolds.

● **Assignments** - Assigns highly-engaging assignments, gets close to 100% return, and provides rich feedback.

● **Responsiveness** - Deals immediately and successfully with parent/guardian concerns and makes parent/guardian feel welcome at any time.

● **Reporting** - In conferences, report cards, and informal talks, gives parents/guardians detailed feedback on their children's progress.

● **Outreach** - Is successful in contacting and working with all parent/guardians, including those who are hard to reach.

● **Resources** - Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.

**Professional Responsibilities**

● **Attendance & Punctuality** - Has perfect or near-perfect attendance and punctuality

● **Language** - In professional contexts, speaks and writes appropriately, succinctly, and eloquently.

● **Reliability** - Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.

● **Professionalism** - Presents as a consummate professional and always observes appropriate boundaries.

● **Judgment** - Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.

● **Above-and-beyond** - Is an important member of teacher teams and committees and frequently attends after-school activities.

● **Leadership** - Frequently contributes valuable ideas and expertise and instills in others a desire to improve students results.

● **Openness** - Actively seeks out feedback and suggestions and uses them to improve performance.

● **Collaboration** - Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.
● **Growth** - Actively reaches out for new ideas and engages in professional development with colleagues to figure out what works best.

● **Administrative Feedback** - Informs the administration of any concerns and reaches out for help and suggestions when needed.

**Stewardship**

● We are crew, not passengers, and we uphold that ideal as we support each other in reaching our shared goals.

● Every adult in our community is a teacher and a role model, and we model and implement EL Education design principles and core practices to the best of our ability in our roles.

● Advance the educational mission of the school by participating in duties and responsibilities consistent with building, upholding and promoting a strong Codman community.

● We actively value and solicit feedback in order to improve performance.

● In addition to core teaching responsibilities, all Codman staff members share responsibility for management and supervision of additional daily duties, including but not limited to breakfast, lunch, recess, crew, club, work block, and office hours. Duties will be distributed to ensure that all teacher schedules include:
  ○ 30 minute lunch break (when applicable)
  ○ 1 hour of prep time per week (Monday through Thursday)