

FREMONT SCHOOL DISTRICT  
JOB DESCRIPTION

POSITION TITLE: English Speakers of Other Languages (ESOL) Teacher

CONTRACT TYPE: TEACHER COLLECTIVE BARGAINING AGREEMENT

JOB GOAL: The ESOL Teacher accepts responsibility for identifying, servicing, monitoring, and releasing English Learner Students in accordance with the New Hampshire Department of Education guidelines, WIDA domains, and Fremont School District curriculum, instruction, and assessment frameworks. The ESOL Teacher coordinates and administers the Home Language Survey, WIDA W-APT Screener, and ACCESS ELLs testing. In addition, the ESOL Teacher collaborates with administrators, counselors, teachers, and other school staff on behalf of the English Learner Students; serves as a resource for information regarding ESOL instruction; and functions as liaison between school, parents, and community.

QUALIFICATIONS:

1. Shall have valid NH certification or eligibility in the area of ESOL Teacher
2. Shall have at least a bachelor's degree
3. Shall have studied a second language such as successfully completing at least 2 semesters of the study of a second language at the college level
4. Shall have experience and other qualifications as specified by the Superintendent

REPORTS TO: Special Services Director

PERFORMANCE RESPONSIBILITIES:

- Understand and employ the major theories and research related to the structure and acquisition of language in order to provide English Learner Students with the skills to become proficient in language and literacy to access the content areas
- Relate knowledge of English to languages spoken by students in their communities
- Build on similarities between English and the student's home language (L1) and anticipate any difficulties that learners may have with English
- Understand and apply concepts and theories of first and second language acquisition to facilitate English Learner Students' development of social and academic English language
- Demonstrate language proficiency in oral and written English in social and academic settings for English Learner Students
- Establish secure, motivating classrooms in which English Learner Students take risks and use language productively
- Employ linguistic scaffolding to facilitate comprehension and production of academic and social English
- Employ major theories and research related to the nature and role of culture in instruction to
  - Construct learning environments to support English Learner Students' cultural identities and academic needs;

- Support language learning, social adjustment, school achievement and acculturation
- Employ evidence-based practices and strategies to plan, implement and manage standards-based ESOL and content instruction
- Plan differentiated instruction based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge
- Implement instruction using different ESOL program models, such as, but not limited to, push-in, pull-out, and self-contained
- Develop students' listening and speaking skills for a variety of academic and social purposes
- Use standards-based instruction that builds on students' oral English skills to support reading and writing
- Utilize standards-based reading and writing instruction adapted to English Learner Students
- Implement activities to integrate listening, speaking, reading, and writing
- Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content-area material
- Use a variety of resources including, but not limited to, technology, and print
- Demonstrate an understanding of various assessment issues as they affect English Learner Students, such as, but not limited to, accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations
- Understand state eligibility and reclassification requirements for English Learner Students
- Know and use a variety of performance-based assessment tools and techniques to inform instruction for classroom assessment
- Demonstrate knowledge of the laws and policies affecting linguistic minorities in the U.S. and those which govern the educational rights of English Learner Students
- Collaborate with teachers and staff to provide comprehensive, appropriate educational opportunities for English Learner Students in school
- Provide English Learner Families with information regarding school and community resources
- Oversee, supervise or direct para-educators or tutors in targeting and generalizing instructional objectives throughout the student's school day
- Employ a variety of language-based behavioral management techniques in the school setting
- Evaluate and modify individual student programs as necessary to attain instructional objectives in relation to the curriculum based on on-going assessment
- Employ goals, activities, and services for integrating instructional skills and cultural knowledge into specific subject areas and related services to promote independent living, social and interpersonal skills and to assist students in transitions, including entry into school, grade to grade, and school to school
- Maintain accurate records of services
- Complete presentations/workshops to staff and families regarding services and interventions for English Learner Students

- Practice professional and ethical practice, including maintaining confidentiality and advocating for appropriate services and sound educational practices for English Learner Students

**OTHER**

Perform any additional duties as requested by the Director of Special Services or designee, which are consistent with the effective and orderly operation of this position and the Fremont School District goals and mission.

**PHYSICAL ACTIVITY REQUIREMENTS**

Primary Physical Requirements:

- |                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.:           | Frequently required   |
| 2. Lift 11 to 25 lbs.:           | Occasionally required |
| 3. Lift 25 to 50 lbs.:           | Occasionally required |
| 4. Lift over 50 lbs.:            | Not required          |
| 5. Carry up to 10 lbs:           | Frequently required   |
| 6. Carry 11 to 25 lbs:           | Occasionally required |
| 7. Carry 26 to 50 lbs:           | Occasionally required |
| 8. Carry over 50 lbs:            | Rarely required       |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Rarely required       |

Hand Manipulation:

- |                            |  |
|----------------------------|--|
| 1. Grasping:               | Occasionally required                      |
| 2. Handling:               | Occasionally required                      |
| 3. Torquing:               | Occasionally required                      |
| 4. Fingering               | Frequently required                        |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machines |

Other Physical Consideration:

- |               |                 |
|---------------|-----------------|
| 1. Twisting:  | Rarely required |
| 2. Bending:   | Rarely required |
| 3. Crawling:  | Rarely required |
| 4. Squatting: | Rarely required |
| 5. Kneeling:  | Rarely required |
| 6. Crouching: | Rarely required |
| 7. Climbing:  | Rarely required |
| 8. Balancing: | Rarely required |

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

- 1. Talking: Necessary for communicating with others.
- 2. Hearing: Necessary for receiving instructions and queries.
- 3. Sight: Necessary for doing job effectively and correctly.
- 4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

- 1. Short demonstration only \_\_\_\_\_
- 2. Any beyond short demonstration up to and including 30 days \_\_\_\_\_
- 3. 30-90 days \_\_\_\_\_
- 4. 91-180 days \_\_\_\_\_
- 5. 181 days to 1 year \_\_\_\_\_
- 6. 1 to 2 years \_\_\_\_\_
- 7. 2 to 4 years \_\_\_\_\_
- 8. 4 to 10 years     X
- 9. Over 10 years \_\_\_\_\_

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

**DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.