

WORTH SCHOOL DISTRICT 127

DR. ROSEMARY LUCAS ADMINISTRATIVE CENTER

11218 SOUTH RIDGELAND AVENUE

WORTH, IL 60482

708.448.2800
FAX 708.448.6215

June 19, 2018

NOTICE OF VACANCY

Bilingual/EL Teacher
Language: Arabic

REPORTS TO:

Principal and Director of Student Services

QUALIFICATIONS:

1. Bachelor's Degree, at minimum, in elementary education with an emphasis on second language acquisition.
2. Appropriate licensure as required by Illinois law with endorsement in Bilingual/EL education.
3. Fluency in the English and Arabic languages.
4. An interest and/or experience in providing both direct instruction and consultative services to students with either no English or with limited English proficiency.
5. The ability to work collaboratively with others to optimize student achievement.
6. A willingness to participate in staff development opportunities.
7. A strong commitment to professional excellence.

DUTIES AND RESPONSIBILITIES:

See attached.

WORK YEAR:

School Year (9 ½ months)

SALARY:

Per contract.

STARTING DATE:

August 27, 2018

METHOD OF APPLICATION:

Qualified applicants should furnish:

1. A letter indicating interest in the position.
2. A current professional resume.
3. A completed District 127 application (available on district website: <http://www.worthschools.org>).
4. The names, titles, addresses, and home or office telephone numbers of three current professional and/or personal references.
5. Professional credentials and academic transcript(s).
6. Three letters of reference.
7. Copy of Illinois teaching license.

Position posted until filled.

Address all correspondence to:

Dr. Rita Wojtylewski^{RW}
Superintendent
Worth School District 127
11218 South Ridgeland Avenue
Worth, Illinois 60482

Job Description
Bilingual / EL Teacher

- A. Reports to building principal and Director of Student Services.
- B. Job Description: The Bilingual / EL Teacher is responsible for delivering instruction to students with limited or no English Language proficiency. The Bilingual / EL teacher provides both direct instruction and consultative services to students, works closely with classroom teachers, completes appropriate assessments, and provides resources for parents.

Bilingual / EL Teaching Responsibilities:

1. Provides direct instruction and consultative services to students with limited or no English Language proficiency.
2. Collaborates with classroom teachers to coordinate instruction and provide support services for students
3. Effectively communicates with parents to provide information and resources.
4. Administers screening assessment to appropriate students to determine English Language proficiency.
5. Administers ACCESS testing to appropriate students.
6. Maintains appropriate documentation and paperwork for students with limited English proficiency.
7. Maintains appropriate communication with the Principal and Director of Special Services.
8. Participates as a member of the Rtl team when appropriate.
9. Participates in benchmarking and progress monitoring of appropriate students.
10. Conducts in-service to staff on English Language Learning.
11. Prepares and submits reports as required by the Superintendent or Illinois State Board of Education.
12. Maintains a high level of ethical behavioral and confidentiality of student information.
13. Other activities as directed by the building Principal or Director of Special Services.

C. General Teaching Responsibilities:

1. Understands the central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that make the content meaningful to all students.
2. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. Facilitates learning experiences that make connections to other content areas and to life and career experiences.

4. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
5. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
6. Facilitates a learning community in which individual differences are respected.
7. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
8. Understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
9. Establishes expectations for students' learning.
10. Understands principles of and strategies for effective classroom management.
11. Maintains proper classroom decorum.
12. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
13. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
14. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
15. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
16. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards, and what kinds of experiences will support their further growth and development.
17. Uses assessment results to diagnose students' learning needs, align and modify instruction, and design teaching strategies.
18. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
19. Maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.
20. Initiates collaboration with others and creates situations where collaboration with others will enhance students' learning.

21. Works with colleagues to develop an effective learning climate within the school.
22. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
23. Coordinates and/or collaborates in directing the activities of a classroom paraprofessional.
24. Acts as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
25. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
26. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
27. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
28. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
29. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
30. Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.
31. Promotes and maintains a high level of integrity in the practice of the profession.
32. Practices effective literacy techniques to make reading purposeful and meaningful.
33. Models effective reading, writing, speaking, and listening skills during direct and indirect instructional activities.
34. Maintains and develops knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess, and evaluate information from various media. Uses that knowledge, along with the necessary skills and information, to assist Illinois learners in solving problems, in communicating clearly, in making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments.
35. Uses computers and other learning technologies to support problem-solving, data collection, information management communications, presentations, and decision-making.
36. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
37. Plans and delivers instructional units that integrate a variety of software, applications, and learning tools.
38. Practices socially responsible, ethical, and legal use of technology, information, and software resources.
39. Maintains accurate, complete and correct records as required by law and District procedures.

40. Maintains a high level of ethical behavior and confidentiality of information about students and staff.
41. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
42. Attends staff meetings.
43. Observes and follows all district policies and procedures.
44. Performs all duties and responsibilities as assigned by the superintendent or principal.

Approved 17/18/051718/BJM