

DISTRICT SCHOOL BOARD OF PASCO COUNTY

Job Description

**RESOURCE TEACHER
(ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)**

Salary Schedule: Instructional 55	Number of Work Days as Contracted Daily Work Hours: 7.5	FLSA Status - Exempt
--------------------------------------	--	----------------------

JOB GOAL: Responsible for planning, coordinating and implementing a comprehensive English for Speakers of Other Languages (ESOL) program in one or more schools; training and coaching colleagues, administrators and staff in the use of effective, research-based methodologies leading to English proficiency development and the academic success of English Language Learners (ELL); participating in problem-solving programmatic determinations on behalf of ELLs; identifying staff development needs of the school and providing staff development and follow-up coaching related to English language proficiency development as part of the problem-solving process; and expanding relationships with school and community groups (e.g., Leadership Team, ELL Committee, ESOL Parent Leadership Council/District Advisory Council, Lead Literacy Team, learning communities, etc.) to help English Language Learners reach their highest potential

REQUIRED QUALIFICATIONS:

1. Bachelor's degree from an accredited institution in Teachers of English to Speakers of Other Languages (TESOL), English Education, Early Childhood Education, Elementary Education, Exceptional Student Education, or Foreign Language
2. Valid Florida Educator's Certificate with-ESOL (K-12) Coverage OR ESOL Endorsement, OR a minimum of three (3) of the five (5) required courses for the ESOL endorsement with an agreement to become ESOL certified or endorsed within one year of accepting the assignment
3. Minimum of three (3) years successful K-12 or college/university teaching experience
4. Experience working with ELLs
5. Admission to the District School Board of Pasco County ESOL Resource Teacher pool

DESIRED QUALIFICATIONS:

1. Bilingual skills
2. Master's degree from an accredited institution in TESOL or Bilingual Education
3. Valid Florida Educator's Certificate with Reading K-12 Coverage or Reading Endorsement
4. Experience in a like position
5. Clinical educator trained
6. Experience facilitating adult training with successful training evaluations
7. Professional development in the areas of:
 - a. Research-based exemplary practices in curriculum, instruction and assessment, especially as it relates to differentiated learner needs
 - b. Classroom management
 - c. Peer mentoring, coaching, collaborating, consulting and conferencing
 - d. Leadership development

- e. Family and community involvement

KNOWLEDGE, SKILLS, AND ABILITIES:

1. Communicate effectively with students, families, faculty, staff and administration in written and oral form (including through electronic media) using positive interpersonal skills
2. Utilize effective data-based problem-solving skills
3. Organize, prioritize, manage and carry out duties efficiently and within established timeframes
4. Coach teachers in the effective use of ESOL instructional strategies in a variety of content areas
5. Coach teachers in the effective use of strategies for differentiating instruction for ELLs
6. Exhibit understanding of second language acquisition theory and its impact upon the social and academic development of K-12 students
7. Exhibit understanding of acculturation and its impact upon the social and academic development of K-12 students
8. Exhibit knowledge of standards-based curriculum and the design and delivery of equitable instruction
9. Collaborate with teachers on the integration of technology for English language proficiency development
10. Collaborate with school personnel in scheduling and conducting parent/teacher conferences related to ELL progress
11. Participate in workshops, seminars, conferences and/or advanced coursework which further knowledge of current trends in the TESOL

REPORTS TO: Supervisor for Curriculum and Instructional Services (ESOL and World Languages) and/or Site Administrator

SUPERVISES: Not Applicable

PERFORMANCE RESPONSIBILITIES:

Planning

1. Consult with school personnel in the delivery and analysis of diagnostic assessments for determining the English language proficiency levels of students in listening, speaking, reading and writing
2. Collaborate with Language Arts, Developmental Language Arts through ESOL, Reading, basic subject area and elective teachers in planning and developing appropriate instruction for ELLs
3. Plan with the ESOL bilingual instructional assistant to establish a schedule for providing instructional and heritage language support to ELLs within the classroom setting
4. Plan for the design, implementation and evaluation of a comprehensive, district model for ELL education and 21st century learning

Programming

1. Consult with teachers, guidance counselors and administrators to select and schedule ELLs into appropriate educational courses to meet their social and developmental needs

2. Collaborate with school personnel in maintaining appropriate documentation of ESOL instruction and services
3. Collaborate with school personnel in determining the eligibility of ELLs referred for staffing
4. Coordinate ELL data collection and reporting in collaboration with administrators and data entry operators
5. Analyze and evaluate data related to ELL progress, and coach personnel in data-based decision-making for progress monitoring and academic enhancement
6. Collaborate with guidance counselors, teachers and other school personnel in scheduling and conducting parent/teacher conferences related to ELL progress
7. Serve as a member of the school-based ELL Committee

Professional Development

1. Assess school personnel's needs for professional development related to ELL English language proficiency development
2. Assess school personnel's needs for professional development related to ELL academic achievement
3. Assess school personnel's needs for professional development related to ELL social development
4. Assess school personnel's needs for professional development related to providing for the differentiated instructional needs of ELLs
5. Assess school personnel's needs for professional development in problem-solving related to ELL social, English language proficiency development and academic progress
6. Facilitate various ESOL-related staff development sessions
7. As a follow-up to professional development, coach teachers, administrators and staff in the implementation of ESOL best practices for curriculum design, delivery and assessment
8. Model primary Language Arts instruction to ELLs for classroom teachers
9. Coach classroom teachers in the delivery and documentation of comprehensible instruction to ELLs in Language Arts classes
10. Model content-area instruction to ELLs for classroom teachers
11. Coach classroom teachers in the delivery and documentation of comprehensible instruction to ELLs in content-area classes
12. Pursue professional growth through reading, workshops, seminars, conferences, membership in appropriate professional organizations, and advanced course work

Public Relations

1. Provide communication with families of ELLs in their heritage language when feasible
2. Attend and support ESOL Parent Leadership Council, Parent and District Advisory Council meetings
3. Provide awareness activities for school faculties and community groups
4. Assist in the preparation of an ESOL newsletter and press releases for community media

Monitoring and Reporting

1. Monitor the delivery and documentation of Language Arts instruction provided to ELLs
2. Monitor the documentation of content-area instruction provided to ELLs
3. Coordinate and collaborate with school and district personnel in the reporting of ELL data to local, state, federal and related educational agencies

4. Monitor ELL student social progress, English language proficiency development and academic proficiency
5. Consult with administrators and registrars in maintaining and monitoring ELL student records

Leadership

1. Support and assist in implementing the district vision, school mission and school improvement plan
2. Demonstrate knowledge, skills and disposition of a change agent
3. Apply the process and principles of change toward improved educational practice

Other

1. Perform other duties as assigned