



# Sequoia Union High School District

## Job Description

<b>JOB TITLE:</b>	<b>Bilingual Resource Teacher</b>
<b>ADMINISTRATIVE RELATIONSHIP:</b>	On a day-to-day basis, the Bilingual Resource Teacher is supervised, evaluated, and directly responsible to the site principal and/or designee. The scope of work of the Bilingual Resource Teacher is determined by the Educational Services Department.
<b>CLASSIFICATION:</b>	Certificated
<b>REQUIREMENTS</b>	B.A. (B.S.), and valid Single Subject Teaching Credential BCLAD or equivalent Academic fluency in a language other than English: Spanish preferred. A minimum of five years teaching experience recommended; three years working with ELD/LEP students
<b>SALARY SCHEDULE:</b>	Certificated Salary Schedule
<b>WORK - YEAR / HOURS:</b>	190 days
<b>LOCATION:</b>	Various
<b>FUNDING:</b>	General Fund and Categorical Funds
<b>BOARD APPROVAL:</b>	Board Approved December 17, 1980 Revised June 5, 2019

### GENERAL SCOPE OF WORK

The job of the Bilingual Resource Teacher (BRT) is to oversee the implementation of a strong instructional program for English Learners. The BRT is a specialist in Designated and Integrated English Language Development (ELD) and serves as a teacher leader in those areas. The BRT works with and supports teachers, guidance counselors, and other staff in all aspects of the program for English learners; collects and uses data to ensure individual student progress and program effectiveness; and serves as the on-site contact for English learners and their parents. The position requires a flexible schedule and includes attendance at evening events.

### DUTIES AND RESPONSIBILITIES

#### Student Placement:

- Work closely with Registrar and Data Clerk to ensure proper initial identification of EL students for ELPAC testing (Home Language Survey)
- Review information for English Learners who register throughout the school year (Home Language Survey, transcripts, cum files, ELPAC scores, standardized test scores, and any other available data), and make recommendations for placement
- Review cumulative record folders for incoming 9th-grade LEP student for pertinent information, as needed, for placement and support purposes; recommend summer school classes for ELs, as needed; verify summer school placements for EL students

#### Data Collection and Management:

- Work with district and site leadership to facilitate the usage of data with teachers, guidance counselors, administrators and other staff to improve student achievement and drive curriculum and instruction by scheduling and facilitating EL-Team meetings (i.e. teachers of ELD and LEP classes as well as teachers with a high concentration of EL students)

- Work with District Office - EL Department with respect to EL data entered into the district's student information system and data management software (i.e. Infinite Campus, Ellevation)
- Monitor EL and RFEP student progress; conduct the re-designation process
- Gather and/or provide EL data for the purpose of program evaluation and local, state, and/or federal reporting
- Maintain the EL portion of student cum folders for each EL and RFEP student

**Assessment:**

- Coordinate the administration of the Initial and Annual ELPAC
- Assist administration in oversight of common assessments of students enrolled in ELD classes (i.e, primary language, District ELD common assessments, etc: ), as needed

**Teacher Support:**

- Provide instructional support
- Assist in curriculum planning and development
- Provide professional development and training for site level classified and certificated staff
- Serve as an instructional resource person and/or content advisor to teachers, guidance counselors, and other staff
- Participate in all district curriculum and instruction initiative trainings for serving EL students.
- Attend professional development connected to District/site goals and to stay current with research-based best instructional practices
- Assist with classroom instruction by working with students in pull-out group or in class settings
- Serve as a resource for department chairs supporting long-term substitutes in curriculum decisions for ELD and LEP classes
- Collaborate in interviews and serve as a resource for teachers of ELD, Limited English Proficiency (LEP), and Primary Language classes as well as Bilingual Instructional Associates

**Student Support:**

- Provide direct support to students, including pull-out groups, classroom collaboration, and one-on-one interventions if and as appropriate
- Work with site Bilingual Parent Liaison and guidance counselors to provide EL information and/or material to new students and their parents, as needed
- Monitor progress of EL and RFEP students to support fulfillment of requirements for meeting state/local academic requirements, rigorous standards and proficiency of English language
- Provide information to teachers of EL students participating in special programs such as Academy, AVID, SAAP as requested, etc:
- Assist guidance advisors and college and career staff in the planning and coordination of college articulation activities for 12<sup>th</sup> grade EL students

**Parent Support and Outreach:**

- Serve as the site's main contact for English learner students and parents
- Collaborate with the site Bilingual Parent Liaison in the development and implementation of the site Parent Involvement Plan
- Support the principal or designee with specific parent meetings/activities in accordance with state and federal requirements (i.e. ELAC, Title I, etc: )
- Coordinate, facilitate and/or attend meetings/events related to English Learners. This includes meetings before, after school and/or evening events.

**Other:**

- Maintain data management software competency (Infinite Campus, Ellevation, School City, etc:)
- Maintain current on practices with respect to language acquisition and English Learners

- Participate in district professional development as it pertains to English Learners (i.e. Systematic ELD, Constructing Meaning, etc: )
- Perform other job-related duties as assigned by the Instructional Vice Principal

### **QUALIFICATIONS:**

The Bilingual Resource Teacher must demonstrate the following knowledge, abilities, and skills:

#### **KNOWLEDGE OF:**

- Effective strategies, techniques and methods of professional development - adult learning theory
- Theoretical concepts, research, and practices regarding learning and teaching language
- Effective and appropriate teaching strategies, curricular programs and materials for English Learners
- District data management software programs (i.e. Infinite Campus, Ellevation, etc: )

#### **ABILITY TO:**

- Perform duties with awareness of all district and school requirements
- Function effectively as a teacher leader by establishing and maintaining constructive relationships
- Coach peers using a collaborative approach
- Adapt quickly to change, be flexible
- Work independently and efficiently, exercising reasonable judgement and with minimal supervision
- Establish, organize and maintain records/files for English Learners

### **PHYSICAL REQUIREMENTS:**

The physical abilities required of this classification may include the following:

- Vision which can be corrected to a level sufficient to successfully read handwritten, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies and to manipulate both single sheets of paper and large document holders (binders, manuals, etc.).
- Physical ability to reach, bend and grasp in order to file and retrieve materials.
- Physical ability to sit or otherwise remain stationary at work post for long period