

BENICIA UNIFIED SCHOOL DISTRICT

Elementary ELD SPECIALIST/ ELD & Literacy Teacher Support

DEFINITION

The role of the Elementary ELD Specialist/Literacy Teacher Support is to provide intensive academic instruction and intervention for qualifying students in English language development. The Elementary ELD Specialist/Literacy Teacher Support will work collaboratively with classroom teachers to maintain the academic, social, and emotional needs of each student, as determined by the students' academic performance and plan and coordinate ELPAC assessment/instruction across the District. In addition, the Elementary ELD Specialist/Literacy Teacher Support will support elementary teachers in their instructional practice and implementation of the ELA/ELD framework practices and adopted literacy curriculum.

CLASS CHARACTERISTICS

An Elementary ELD Specialist/Literacy Teacher Support area of focus is determined by students' needs and the specialist's training and expertise. Elementary ELD Specialist/Literacy Teacher Support have a primary focus in English Language Arts and English language development. They will apply specialized expertise in English language development to provide intervention instruction to qualifying Multi-language (EL) learner students. The specialist will work with the school and district team to plan and implement an effective TK-12 ELD intervention program and assessments. Additionally, the Elementary ELD Specialist/Literacy Teacher Support will provide direct support and professional development to teachers in the instructional practices and implementation of the adopted elementary literacy curriculum.

EXAMPLES OF DUTIES

1. Diagnosis and Instruction - Assess individual students and/or groups of students using the EL tests, diagnostic and/or summative tests, and other measures as appropriate and assist with placement.
2. Use data to plan and provide appropriate instruction to support students in attaining English proficiency.
3. Monitor progress of assigned students, assist with parent communication, and maintain student records as required.
4. Attend and participate in training, planning sessions, and data analysis meetings. Attend appropriate training (both within and outside the district) to build knowledge and improve skills; investigate promising practices in other districts in order to bring best practices to our students.
5. Share progress of assigned students at meetings and work with the team to identify best practices to implement across the district.
6. In collaboration with the school and district leaders, provide input in the ELD support program planning and implementation at the school site; train and coach teachers and other staff in the use of selected ELD intervention curricula and assessments as needed; work collaboratively with other intervention specialists, classroom teachers, and special education staff to deliver services to students.
7. Prepare reports on the ELD intervention program and student progress as required; assist with compiling and reporting on assessment data.
8. Participate in data-based evaluations of the ELD intervention program(s) at the school and district level.
9. With the District Educational Services Department, develop and coordinate parent information and education components related to The English language development program.
10. Manage materials (related to this position) needed for instruction and assessment, including ordering, sorting, distribution, organization, collection, and storage.
11. Assist principal/District with ELAC/DELAC and other meetings where ELD specialist expertise is needed. Assist in the planning and implementation of programs and meet timelines associated with the compliance plan.
12. Complete necessary reports and record keeping as required by state and local policies and procedures.
13. Work with Education Services and site principals to provide professional development as needed.
14. Observes teachers in their classrooms upon request of teachers and administrators and offers insights for the instructional practices and implementation of the adopted literacy curriculum.
15. Has a thorough understanding of the methodologies, instructional practices and pedagogy of the adopted literacy curriculum.
16. Other related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Applying methods of supporting and extending instruction in the areas of literacy and ELD
2. Demonstrate knowledge of Integrated and Designated ELD supports
3. Demonstrate knowledge of correct English grammar and usage
4. Define problems, collect data, establish facts, and draw valid conclusions
5. Utilize resources available within the community to address student and parent issues regarding academic, mental health, and socio-economic needs
6. Appropriate classroom and school safety precautions and procedures
7. Curriculum and Strategies to support low performing students, including but not limited to a variety of evidenced based reading and ELD strategies
8. Bilingual required.

Ability to:

1. Establish and maintain productive collaborative relationships with others
2. Work productively with school and district teams and other outside experts
3. Meet schedules and deadlines
4. Plan and organize work- Analyze and interpret assessment results for the purpose of designing and modifying instruction
5. Make appropriate recommendations to teachers regarding instructional programs for identified students
6. Follow through with directives
7. Teach under conditions which necessitate small group and individualized instruction in collaborative settings within the regular classroom or another classroom. Perform a wide variety of specialized tasks; interpret and apply rules and regulations as appropriate
8. Operate office equipment including a computer with a variety of software related to job requirements
9. Use and share a variety of instructional strategies
10. Maintain a safe and orderly learning environment
11. Use effective interpersonal skills including tact, patience, and courtesy
12. Work cooperatively with regular classroom teachers, interpreting the abilities and disabilities of these students assisting in classroom intervention strategies, modifying general education curricula as necessary, and assisting the student with regular class assignments
13. Effectively communicate with students, parents, partners, district personnel, and co-workers toward joint planning for services
14. Communicates regularly with parents and professional staff regarding the educational, social, and personal needs of students

EDUCATION AND EXPERIENCE

1. 5 years successful teaching experience
2. Valid California credential authorizing service and ELD instruction (BCLAD, CLAD, LDS, English Learner Authorization, etc.)
3. Expertise in interventions for reading problems, ELD, or transitioning bilingual students to English
4. Expertise in the implementation and pedagogy of the adopted literacy curriculum
5. Relentless drive to attain results; proven experience and effectiveness in improving student achievement in classroom and/or school
6. Strong communication and organizational skills

PHYSICAL ABILITIES AND WORKING CONDITIONS OF EMPLOYMENT

The Physical Abilities and Other Conditions of Employment listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Employment which may be required of positions in this class. Benicia Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

1. Vision: (which may be corrected) to read small print and see small objects.

2. Hearing: (which may be corrected) to hear sounds which warn of potential danger; analyze sounds of equipment operation; and determine operating efficiency and needed repairs. Have tolerance to be exposed to noisy conditions and custodial equipment.
3. Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; twist and bend at torso; turn, raise, and lower head.
4. Lower Body Mobility: to walk on even and uneven surfaces; bend at waist; stoop; stand for prolonged periods of 4 hours; and step over objects.
5. Strength: to lift, push, pull, and/or carry objects which weigh as much as 25 pounds on a frequent basis.
6. Smell: to distinguish strong odors.
7. Environmental Requirements: work alone; work inside as a primary assignment; work with interruptions.
8. Mental Requirements: to read and write English at a level necessary for job performance; make simple arithmetic computations; respond to emergencies and changes in schedules; plan work for self and others; keep records, follow schedules, and prepare routine reports.

Approved: