

REYNOLDS SD 7

Reynolds High School English Language Development Teacher - for the balance of 2024-25 School Year (RHS - Secondary ELD Teacher - 8005)

JOB POSTING

Job Details

Title

Reynolds High School English Language Development Teacher - for the balance of 2024-25 School Year

Posting ID

RHS - Secondary ELD Teacher - 8005

Description

*****This position is posted for the Balance of the Year for the 2024-2025 School Year*****
APPLICATION DEADLINE: Open until filled

JOB TITLE: English Language Development Teacher

Job Summary: The job of "Teacher" is done for the purpose/s of developing students' academic and interpersonal skills through implementing District approved curriculum and/or the appropriate presentations of courses of study; documenting teaching and student progress/ activities/ outcomes; addressing specific academic needs of students; providing a safe and optimal learning environment; and, providing feedback to students, parents/guardians and administration regarding student progress, expectations, goals, etc.

Essential Job Functions:

A teacher performs the following tasks: plans Instruction, establishes a classroom climate conducive to learning, implements plans for Instruction, evaluates student achievement, appropriately directs instructional assistants, all for the purpose of providing successful instruction and learning.

- Plans for instruction for the purpose of implementing lesson plans and providing documentation of teacher and student progress.
 - *Examples of planning include, but are not limited to:*
 - Selects or writes learning goals that are based upon the district's expected outcomes, Oregon Board of Education directives, and students' level of English proficiency.
 - Determines the current achievement level of the students with respect to the learning goals.
 - Establishes objectives for a unit of instruction, formulates daily lessons and evaluates students' attainment of learning goals.
 - Differentiates instruction based of academic, linguistic, social, and cultural needs of students.
 - Selects and organizes instructional materials and equipment for the unit of instruction.
 - Designs instructional activities to achieve unit and lesson objectives.
 - Estimates the time required for direct instruction, student practice and application, and evaluation of student learning.
- Establish a classroom climate conducive to learning by students for the purpose of providing a safe and optimal learning environment.
- *Examples of establishing a conducive climate include, but are not limited to:*
 - Communicates classroom rules, procedures and behavioral expectations based upon the level of development of students and laws governing student rights and responsibilities.
 - Applies principles of equity and culturally responsive teaching.
 - Applies principles of least restrictive environment for disabled students.
 - Recognizes the effects of the physical, social, and emotional climate of the student's homes and community on student motivation and behavior. \
 - Encourages appropriate behavior and provides meaningful reinforcement when it occurs.
 - Monitors student conduct and takes appropriate action that is in line with building and district policies when misbehavior occurs.
 - Interacts thoughtfully and courteously with students, colleagues, and parents and resolves conflicts in a professional manner.

- Establishes partnerships with English Learners' families utilizing district and community resources (bilingual liaisons, community agents, interpreters, case workers, etc.)
 - Uses classroom time effectively to provide maximum time on learning tasks.
 - Manages instructional transitions; and coordinates the use of parent volunteers, student assistants, and other support personnel to achieve instructional objectives.
- Implements Plans for Instruction for the purpose of improving student success in academic, interpersonal and daily living skills through a defined course of study.
 - *Examples of instruction include, but are not limited to:*
 - Organizes students to engage in planned learning activities.
 - Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished.
 - Provides instruction using a variety of instructional techniques and current English language acquisition teaching methodologies to achieve planned objectives.
 - Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives; and uses techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.
- Evaluates Student Achievement for the purpose of providing feedback to students, parents/guardians and administration regarding student progress, expectations, goals, etc.
 - *Examples of evaluation include, but are not limited to:*
 - Understands fundamental principles of English language acquisition assessment.
 - Uses a variety of assessment instruments (tests, performance-based assessments, oral interviews, language samples, observations, etc.) to measure both learning and language development on a regular basis.
 - Designs assessments to determine if students have mastered the objectives before designing the activities of a lesson.
 - Grades and records the students' progress, prepares anecdotal records, and reports achievement to students and parents.
 - Summarizes the data on student achievement in relationship to instructional objectives.
 - Uses data on student achievement to refine curriculum objectives and to plan further instruction; and documents teaching effectiveness through assembling and analyzing samples of students work.
- Directs Instructional Assistants for the purpose of providing an effective school program and addressing the needs of individual students.
 - *Examples of directing instructional assistants include, but are not limited to:*
 - Delegates specific instructional tasks to be performed for individual students or groups of students in accordance with the skills and abilities of each instructional assistant.
 - Trains the assistant in the instructional tasks to be performed under the teacher's supervision.
 - Supervises and assesses the performance of delegated instructional tasks and adjusts delegated tasks as necessary.
 - Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.
- Advises parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Collaborates with general classroom/content area teachers to ensure that ELD instruction and content instruction are mutually enhancing.
- Collaborates with other school personnel, parents and appropriate community agencies for the purposes of implementing curriculum, improving the quality of student outcomes, developing solutions and planning curriculum.
- Demonstrates methods required to perform assignments and/or skills (e.g. lab experiments, musical techniques, etc.) for the purpose of providing the students with the necessary skills to perform the tasks safely and/or accurately.
- Monitors student activities (e.g. classroom, lunch, grounds, etc.) for the purpose of providing a safe and optimal learning environment.
- Prepares teaching materials and reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress.

- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of adhering to school, District and State rules, regulations, policies and laws.

Other Job Functions:

Assists (when appropriate) other personnel as may be required for the purpose of implementing the curriculum and/or supporting them in the completion of their work activities.
 Participates in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information or to meet credential requirements.

Qualifications-

Experience Required: Prior success in job related experiences (may include successful supervised student teaching).

Skills, Knowledge and/or Abilities Required

Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance.

Knowledge of age-appropriate teaching methods, state and district curriculum standards, and Oregon English Language Proficiency Standards.

Knowledge of stages in English language acquisition.

Knowledge of English language development and acquisition, pedagogy, and methodologies.

Knowledge of core content instruction, common core state standards, course credit and grading requirements.

Abilities to perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents/guardians, other school personnel, meet schedules and deadlines. Significant physical abilities include mobility in the classroom, lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/field of vision.

Education Required: University degree in the field of education and/or State of Oregon requirements for a teaching license.

Licenses, Certifications, Bonding and/or Testing Required: State of Oregon Teaching License appropriate to assignment, **English for Students Other than English (ESOL) certified**, Oregon Fingerprint and Criminal Check clearance, First Aid and Cardiopulmonary Resuscitation Certificates is required in some assignments.

Bilingual Spanish preferred.

Additional endorsements preferred: Multiple Subjects

FTE: 1.0 FTE

Schools: Reynolds High School

Days: 186-days for full contract - salary will be prorated based on start date

Shift Type

Temporary

Salary Range

\$48,929.00 - \$95,729.00 / Annual

Location

REYNOLDS HIGH SCHOOL

Applications Accepted

Start Date

10/11/2024

Job Contact

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Michael Anderson

Title

Principal

Email

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Phone