



City of St. Charles School District

ELL Lead Teacher

Reports to: Building Principal
Classification: Certified
FLSA Status: Exempt
Terms of Employment: To be established by the Board of Education annually
Evaluation: Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy
Compensation: Teacher Contract - Reviewed and established annually by the Board of Education

JOB SUMMARY:

To support and coach ELL teachers in implementing changes in curriculum, instruction and assessment; serve as teacher leader; model examples of high-quality teaching and learning, analyze results to determine changes needed; assist teachers in linking assessment data with classroom instruction; work with administrators and parents; support buildings in development of pyramid of interventions; continue to learn and develop strategies based on research; facilitate literacy-based team meetings; and work as a team member to ensure that effective learning occurs for each child, every day.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Works collaboratively with colleagues, administrators, parents, community and others to meet local, state and national standards.
- Provides training and support in ongoing assessment strategies.
- Models instruction within the classroom setting to maximize student attention and engagement.
- Plans and organizes professional development and teacher collaboration.
- Identifies potential English Learners from all newly enrolled students.
- Maintains and updates the SCSD Lau Plan to provide consistent, actionable guidance for teachers and administrators.
- Collaborates with ELL teachers to complete and score WIDA Screener assessments, identify students who qualify for ELL support, develop ELL Student Plans, and maintain all related documentation.
- Maintains student and test records through the WIDA-AMS portal and teacher training records.
- Supports building in the implementation of ELL Students Plans and ELL Curriculum.
- Consults with Assistant Superintendent on grade-level placement of international transfer students and the awarding of transfer credit from foreign transcripts.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Degree(s) required in major area of study.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Missouri Teaching Certificate in ESOL (ELL).

COMMUNICATION SKILLS:

- Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, correspondence and procedure manuals consistent with the duties of this position.
- Ability to effectively present information and respond to questions from administrators, staff and the general public.

MATHEMATICAL SKILLS:

- Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry that are directly related to the duties of this position.
- Ability to apply concepts such as basic arithmetic calculations, fractions, percentages, ratios, and proportions to practical situations that are directly related to the duties of this position.

REASONING ABILITY:

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

- Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement model lessons and teacher professional development based on district and school objectives and the needs and abilities of students to whom assigned.
- Knowledge of state standards, state and federal regulations and laws as they apply to schools.
- Knowledge of subject matter content.
- Knowledge of standards-based curriculum models.
- Knowledge of child/adolescent development.
- Knowledge of adult learner theory and effective professional development strategies.

- Knowledge of effective assessment strategies and data analysis tools to inform instructional decision making and program evaluations.
- Ability to effectively apply human relation skills, including conflict resolution, consensus building, and leadership skills.
- Demonstrates patience, respect, and understanding of students, parents, and teachers.
- Demonstrates a sense of professional responsibility.
- Excellent oral and written communication skills.
- Ability to perform duties in full compliance with district requirements and School Board policies.
- Ability to perform applicable computer applications.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

The employee must independently transport him/herself to various sites in the District as well as schools and other sites in the metropolitan area for various types of meetings and events.

WORK ENVIRONMENT:

The work setting involves performance in a school environment with various levels of staff. The setting involves the support of learning with teachers, administrators and parents on the campus – classroom. The work conditions include an environment, which could be quiet, moderate or loud. The work conditions also require the ability to resolve problems and conflict between students, parents and staff with diverse backgrounds and needs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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