



English ESL/ELD Teacher

Overview

Our students are 60% Nicaraguan, 25% North American and 10% Asian; the rest come from 18 different countries in Latin America and around the world. Because of these demographics, English is the second or third language for about two-thirds of our students. Most of them develop their English abilities in our school beginning as three-year-olds in preschool. However, at times we accept students who have lower levels of English, and some students who have been in our school since preschool still struggle with the English language more than their classmates, resulting in deficiencies that need to be addressed.

The ELD (English Language Development) program is primarily a pull-out program, in which students needing individual attention are sent to the ELD classrooms for 30-50 minutes during the school day.

We use the 6-level WIDA language proficiency standards and Can-Do Descriptors for placement, progress, and exiting purposes in our ELD program.

Responsibilities

The following list is still under development, but it helps to specify our expectations regarding the use of the WIDA standards and framework for the structure of the program.

- Use WIDA standards and Can-Do-Descriptions to create lesson plans and learning targets.
- Complete WIDA testing administrator trainings for the WIDA Screener and WIDA Model assessments.
- Administer WIDA assessments twice a year (WIDA Screener in August for newcomers and WIDA Model in May for all students in the program).

Qualifications

- 4-year degree in TESOL/ESL/ELL/ESOL/EFL, Elementary Education or related field
- TESOL or equivalent certification and 2 years experience preferred
- Evangelical Christian testimony with active local church experience
- Intercultural training and/or experience; sense of calling to serve in a developing nation
- Willing to be creative and work with other teachers, since the curriculum must be adapted to level of students
- Willingness to make a three (or more) year commitment (negotiable)

- Full fluency and expertise in English; conversational Spanish preferred (willingness to learn is a must)

Sample Schedule

Although the actual schedule will be created later, a sample ELL Teacher schedule is as follows.

Time	Days	Students	Notes
7:30-8:00	M-F	ELD Grade 1 (5 students)	Reading comprehension, speaking, writing
8:00-8:30	M-F	ELD Grade 1 (4 students)	Reading comprehension, speaking, writing
8:40-9:15	M-F	ELD Grade 2 (6 students)	Reading comprehension, speaking, writing
9:41-10:19	M-F	ELD Grades 5-6 (3 students)	Reading comprehension, speaking, writing
10:19-11:10	M-F	ELD Grades 7-8 (2 students)	Classroom support; individual needs
12:00-12:43	M-F	ELD Grades 9-12 (3 students)	Classroom support; individual needs
1:00-2:30	TWTh	ELD Kindergarten (5 students)	2 half-hour sessions with short break

Curriculum

Kindergarten and elementary students use materials that are a part of the Journeys curriculum (Houghton Mifflin Harcourt 2017), including ELD Leveled Readers and the provided supplemental materials in coordination with the general education classrooms. Supplementary materials are available in our ELD department. In addition to learning English, one other important aspect of the secondary level ELD classes is providing support for students' work in their core classes in the form of vocabulary development, reading comprehension, and completion of essays and project assignments. High school ELD students also work on skills related to a successful completion of the TOEFL exam.