



PRIMARY SCHOOL OFFICE
AMERICAN NICARAGUAN SCHOOL

ELL Teacher Job Description

Our Community of Practice model at ANS is founded on shared leadership principles that are built on the following four environmental conditions for success:

- ★ Mission-Driven
 - School knows and lives its mission.
- ★ Student-centered
 - Goal is to improve the learning experience for students.
- ★ Predictable & Supportive
 - Community of Practice model defines what teaching excellence looks like.
- ★ Growth-focused
 - Puts teachers in the driver's seat to own their growth as a professional.

Class level for the position: ELL Teacher (English Language Learners)

Reports to: Primary School Principal

Qualifications for Classroom Teacher:

- ★ Possess a Bachelor's or Master's degree in education, child development, and/or a degree in a child-related field along with proven teaching experience in the field of second language acquisition instruction and leadership.
- ★ Be committed to rolling up your sleeves to teach and learn within our Community of Practice.
- ★ Solid English language skills and willingness to respect our expectations about Fidelity to Language in all settings to promote a supportive English immersion model of language acquisition.
- ★ Model joy in professional learning that expects risk, growth and allows for messiness and even failure now and then.
- ★ Demonstrate how one's behavior and emotions can be interpreted by others and affect the child's performance.
- ★ Exemplify professionalism in communication with others, especially in stressful situations.
- ★ Willingness to ask questions, learn, and expand knowledge and skills to serve the children better.



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PERFORMANCE RESPONSIBILITIES:

- ★ Coordination of design and delivery of curriculum, instruction, and assessment for students eligible for ELL services.
 - Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas.
 - Model high-impact teaching practices in your instruction to support both language and academic progress.
 - Be reflective about your instructional practice to strive for improvement and better outcomes continually.
 - Create opportunities for multilingual learners to engage actively with each other in deep learning.
 - Provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up.
 - Manage the assessment and progress monitoring cycles for second language learners.
 - Facilitate collaboration with parents to support ongoing planning and growth for the child's academic and social success.

- ★ Coordination of design and delivery of a newcomer program
 - Develop a process to welcome and build relationships with new students, regardless of language needs, that support a successful transition from the entry point during the application process to fully integrated and feeling a sense of belonging in the community.
 - Design and implement an assessment and progress-monitoring system that identifies what each student needs to be successful.

- ★ Collaboration between language development and classroom teachers and inclusion teachers
 - Facilitate school team discussions about the language growth of multilingual learners.
 - Design and implement professional learning activities about language development.
 - Help design and scaffold classroom instruction and assessment tasks.
 - Set high expectations for all students.
 - Support teacher and student discussions around language performance concerning learning goals
 - Monitor progress of multilingual learners as they show language growth over time
 - Help educators make choices to prioritize and coordinate content and language integration.



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- ★ Demonstrate a commitment to a progressive model of research and professional growth to stay informed and prepared.
 - Connect with professional organizations or research journals.
 - Observe colleagues and participate in shared reflection to lift our level of instruction.
 - Eagerly teach and share your learning with others.

Please know that these qualifications and expectations are meant to describe the position and do not include every detail of the position. However, the teacher must understand that our goal is to build a program of excellence.