



Notre Dame Education Center Job Description

Send Resume and cover letter to: resume@ndecboston.org

Job Title: ESOL Teacher: 16-35 Hours per week, multiple positions and levels

Reports To: Adult Education Services Program Manager

Teaching Schedule: Varies depending on levels

Summary: The ESOL teacher provides group instruction to adult learners. Instructors must maintain student assessment and attendance records to monitor student progress during the year. They must meet with students regularly throughout the year to establish and update student goals. Teachers are responsible for developing lesson plans and substitute plans. They are required to attend staff development workshops, update curriculum in keeping with the DESE frameworks, and participate in the committees and events of the Center.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Select and develop class material suitable for the students' level and submit Lesson Plans as requested
- Collaborate with ESOL instructors to register prospective students, administer placement tests and complete all intake forms
- Collaborate/communicate regularly with ESOL team with regard to tutoring, employment, support services, technology, immigration and student record keeping needs
- Create, maintain and update regularly class web page with material/resources, homework, announcements etc. on Student Weebly Website, teacher/class page
- Meet all deadlines for entering and maintaining accurate and timely student information/records in Sales Force including but not limited to: **weekly** attendance, **monthly** review of goals, student status, etc.
- Provide input and participate in program and staff development
- Attend professional development activities, trainings and meetings including those related to the Workforce Innovation and Opportunity Act (WIOA), Performance Standards and the State Performance Accountability Measures including Measureable Skills Gains
- New staff is required to attend the fifteen hour teacher orientation provided by SABES in addition to the hours of required professional development
- Create an informal, comfortable environment that is conducive to learning
- Formulate well defined and consistent objectives with the instructional level of students
- Participate in weekly staff meetings

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Understanding the Adult Learner: Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment (e.g., in the classroom, workplace, homeless shelter); Incorporates theories of and research in adult learning and in learning disabilities in designing effective instruction appropriate to the learning environment; Uses knowledge of the factors that influence adult learners' participation and persistence in adult basic education programs to increase learner success.

Diversity and Equity: Interacts equitably and responsibly with all learners, Provides learners with strategies and tools to collaborate with other learners, co-workers, and community members; Draws on the range of interests, needs, and approaches of learners in planning instruction; Promotes learner understanding of American civic culture, its underlying ideals, political principles, institutions, procedures, and processes in the design of curriculum; Uses, in appropriate contexts, instructional materials conveying a range of contributions of various immigrant and native groups have made to American society.

Instructional Design and Teaching Approaches: Draws on the history, structure, purpose, and critical issues of adult basic education in planning instruction; Uses needs analyses in the design of instruction; Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department's adult basic education curriculum frameworks; Integrates appropriate use of technologies into the adult education teaching and learning process; Sets forth the learning objectives, instructional methods, and their rationale in the design of instruction and makes them available to colleagues and learners; Uses a variety of instructional methods, techniques, and tools that facilitate adult learning; Uses strategies that are effective for learners to develop and use critical thinking and to solve complex problems.

Learner Assessment and Evaluation: Creates and uses formal and informal assessments for the purpose of placing learners at the appropriate instructional level; Creates and uses formative and summative assessments to evaluate learner progress; Confers with colleagues, supervisors, and community resources when special assessments are required; Evaluates the effectiveness of instruction and modifies it based upon results and student feedback; Uses data collection systems for program improvement.

Facilitating the Adult Learning Environment: Communicates effectively and appropriately with learners; Creates an environment conducive to adult learning; Promotes learner involvement in community and societal issues; Refers adult learners with challenging life issues to the appropriate resources; Uses resources available to learners to develop employment readiness skills; Collaborates effectively with learners, colleagues, and relevant members of various educational settings (e.g., family literacy, corrections, or workplace education) and the community at large; Incorporates the principles of lifelong learning (e.g., modeling self-application methods) to prepare learners for continued education and training outside the classroom.

Professionalism/Continuing Education: Reflects critically on the experiences of self and others, such as learners, colleagues, and supervisors; Develops goals for an individual professional development plan; Complies with rules and regulations as specified in the NDEC Personnel guidelines; Maintains good attendance and is punctual and professional in appearance; Meets the Professional Development requirements of DESE etc.; Is receptive to feedback and suggestions for growth and improvement.

Education/Skills/Knowledge/Experience:

- Bachelor's degree or higher, Master's degree preferred

Required Qualifications:

- Experience working with adult learners
- Ability to adapt teaching styles and materials to meet the individual needs of students
- Excellent oral and communication skills
- Facility in a second language preferred
- Ability to teach basic computer literacy and computer skills to students

Computer Skills: To perform this job successfully, an individual should be comfortable with teaching technology, have familiarity with Microsoft Office Suite and be open to learning the Center's computer systems/processes.

Certificates and Licenses: Certified in BestPlus and/or TABE Class-E strongly preferred.

Supervisory Responsibilities:

No supervisory responsibilities

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the office/classroom work environment is usually moderate.

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.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is routinely required to stand and walk.