



RIALTO UNIFIED SCHOOL DISTRICT

Emerging Linguist Specialist Job Description

DEFINITION

Under the direction and supervision of the site principal, the Lead Academic Agent, and the Agent of English Learner Programs the Emerging Linguist Specialist (ELS) will be fully released from the classroom to provide supplemental services and support to the base program as a means of improving the English language proficiency and academic achievement of English Learners. The ELS must be knowledgeable of second language acquisition, curriculum and instruction for English Learners, EL assessment and accountability, ELPAC proficiency levels, ELD standards, English Language Development, SIOP and SDAIE strategies, and possess effective communication skills.

ESSENTIAL DUTIES

- Provide support to Newcomer and Long Term English Learners by teaching specialized courses designed to prepare students for college and career.
- Collect and analyze data to determine program effectiveness for students being served.
- Collaborate with other Emerging Linguist Specialists and EL Programs staff.
- Provide support to teachers for a coherent, effective guidance of rigorous curriculum and instruction to English Learner students, aligning ELD, ELA, and math content standards, curriculum, teaching, assessments, professional development, and evaluation methods for EL programs.
- Provide and monitor effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address the English learning student population, including EL students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
- Identifies and uses high-quality research and data-based EL strategies and practices that are appropriate in the local context to increase learning for EL students.
- Guide and support job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every EL student.
- Model openness to change and collaboration that improves practice and student outcomes.
- Develops resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement for EL students.
- Maintain a monthly activity log, which is submitted at the end of each month to the site principal.
- Reflect on own work, analyzes strengths and establishes goals for professional growth.
- Model lifelong learning by continually deepening understanding and practice related to content, ELD standards, assessment, data, teacher support, evaluation of programs, and professional development.
- Act as an EL resource to site certificated and classified staff and parents.
- Provide guidance on understanding the ELPAC when working with teachers and administrators.
- Provide support to teachers working with English Learners in the areas of ELD standards, SDAIE strategies, building academic language, differentiation, scaffolding and other relevant strategies.
- Provide direct assistance to EL students including the coordination of early intervention strategies for English Learners not demonstrating academic progress in ELD or in content areas.

QUALIFICATIONS

Knowledge of:

- Common Core English/Language Arts Standards
- English Language Development Standards
- Integrated English Language Development
- Literacy Standards in the content areas
- Research-based teaching strategies
- Data-driven instructional decision making
- Adult Learning Theory

Ability to:

- Work collaboratively with peers
- Teach students for demonstration purposes
- Model the adage of “life-long learner”
- Coach peers in a non-evaluative manner
- Present materials/methods in a training environment
- Use instructional technology tools and materials

Experience and Education:

- Possession of a valid Multiple Subject or Single Subject Credential.
- Possession of a valid California EL authorization.
- Bilingual – bi-literate preferable, but not necessary.
- Minimum of four years teaching experience with three years within RUSD working directly with English Learners.
- Ability to communicate and interact effectively with students, teachers, parents, administrators, and community members.

PHYSICAL DEMANDS

Physical class:

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use common school hand tools, computer, telephone and photocopier machine.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping: Low

Bending: Frequently

Lifting: Occasionally

Reaching: Occasionally

Handling: Constantly

Grasping: Occasionally

Fingering: Occasionally

Keyboarding: Medium - must be literate

Carrying: Occasionally

Standing: Occasionally

Kneeling: Low

Sitting: Occasionally

*Driving: Occasionally

Walking: Constantly

Push/Pull: Occasionally

***Verification of the possession of a valid California Motor Vehicle Operator's License, a DMV printout and insurability by the District's liability insurance carrier is required.**

Frequent motion:

Twisting:	Low	Forward shoulder/neck flexion:	Occasionally - 3 hours per day
Wrist flexion:	Frequently	Reaching to above shoulder level:	Occasionally
Elbow flexion/extension:	Frequently	Reaching below shoulder level:	Frequently
Reaching to shoulder level:	Occasionally		

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Sensory requirements:

Ability to see:	Constantly
Ability to hear:	Constantly
Ability to talk:	Constantly
Ability to smell:	Constantly
Ability to touch:	Constantly

Must be able to deal with these environmental considerations:

Heat:	Has own controls	Fluorescent lights:	Yes
Odor:	Yes	Floor may be slippery at times:	Tiled areas
Noise:	Yes	Working in close quarters with others:	Yes, all the time
Humidity:	Occasional	Working inside:	95% of the day
Moisture:	Occasional	Working outside:	5% of the day

This job requires:

Alertness:	Constantly
Attention to detail:	Constantly
The use of two hands:	Constantly
Recall of names and dates:	Constantly
Ability to work in temperatures down to 30 degrees and up to 105 degrees.	

Ability to deal with psychological factors:

Team work:	Constantly
Frustration:	Moderate - depends on the time of year
Repetitive tasks:	Yes, signature
Level of responsibility:	High
Must keep up with schedule:	High
Able to work extended hours as needed:	High
Dealing with upset employees, parents, community members:	Moderate

Physiologic factors:

Must maintain a high level of consciousness:	Yes
Orientation to time, place or person:	Yes
Ability to read at 12 th grade level:	Yes
Ability to comprehend and follow directions:	Yes
Able to keep up a high activity level during the shift:	Yes

**AN EQUAL OPPORTUNITY EMPLOYER
RIALTO UNIFIED SCHOOL DISTRICT IS A “DRUG and TOBACCO-FREE WORKPLACE”**