

## JOB DESCRIPTION

TITLE                   SHELTERED INSTRUCTION OBSERVATION PROTOCOL  
(SIOP) RESOURCE TEACHER

### QUALIFICATIONS

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/  
Experience                   Bachelor's degree and four years of related experience and/or training; or equivalent combination of education and experience, with ESOL certification.

Language Skills                   Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills                   Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Certificate/License                   Florida Teaching Certificate

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.

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 regularly required to sit. The employee is required to stand, walk, talk and hear. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and ability to adjust focus.

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 work environment is usually moderate.

REPORTS TO                              Principal/Designee

#### GENERAL RESPONSIBILITIES

1. Monitors the scope and sequence of the curriculum for English Language Learner (ELL) students, its instructional implementation, and its learning outcomes to promote the attainment of the objectives identified in the DOE-META consent decree and the Sheltered Instruction Observation Protocol (SIOP) Program.
2. Works with school administration, team leaders, grade level colleagues, and other staff to improve academic achievement and development of ELL students.
3. Establishes a collaborative learning environment within the school and community.
4. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the District's Code of Ethics policy.

#### SPECIFIC RESPONSIBILITIES

1. Develops and administers formative and summative assessments to monitor student progress. Regularly uses informal assessment strategies to ensure comprehensibility of instruction by maintaining class records, individual student progress records, and inputting required student data on Sheltered Homepage in Data Warehouse.
2. Supports and assists in the delivery of comprehensible instruction to ELL students by implementing the eight key components of the SIOP model, providing engaging, interactive lessons and incorporating SIOP techniques and instructional materials to make content comprehensible.
3. Assists students in developing cognitive, affective and psychomotor skills by communicating comprehensible information to students through explicit and differentiated instruction.
4. Works with students in a sheltered classroom setting and establishes classroom routines, procedures and schedules.
5. Selects/develops and sequences learning activities through the SIOP model with appropriate use of technology and software to assist ELL students in attaining language and academic proficiency.

6. Scaffolds language proficiency by incorporating listening, speaking, reading and writing activities across all content areas.
7. Works in conjunction with the district ELL staff to select, adapt and/or develop instructional materials appropriate for ELL students.
8. Collaborates with the district ELL staff to ensure the success of eligibility, appropriate placement, exit, and follow up of ELL students.
9. Promotes a classroom climate that recognizes the strengths and needs of ELL students and encourages expectations of excellence from ELL students.
10. Encourages parental involvement to foster English language acquisition and academic proficiency of ELL students.
11. Participates in Professional Learning Communities (PLC), IEP meetings, RtI meetings, Problem-Solving Team meetings and District SIOP Training Workshops.
12. Ensures ELL students' equal access and participation in school programs and activities.
13. Works cooperatively with tutor and/or paraprofessional to support language access through classroom instruction.
14. Communicates projected needs to district ELL office staff.
15. Performs other duties as assigned.