

**EL (English Learner) Teacher  
Elementary Newcomer Program  
Kamaile Academy  
HSTA (10-month)**

**Summary:**

The primary function of a full-time certified Newcomer English Learner (EL) teacher is to provide instruction in the areas of English language development (ELD), grade-level content, and acculturation/acclimation to Newcomer English Learners (students who have been in the United States for less than two years and are at a basic level of English proficiency). The goal of the Newcomer Program is to engage newly arrived students in a safe, welcoming, rigorous, grade-level instructional program that fosters the academic, linguistic, social, and emotional skills to meaningfully participate in and contribute to the community and access educational and career opportunities that will foster a healthy, productive, and sustainable life in Hawaii. The Newcomer English Learner teacher will work with Newcomer students from grades Kindergarten through 6th grade. Students in 3rd-6th grades will spend all day with the Newcomer teacher in their class space.

The Newcomer English Learner teacher will plan in collaboration with the English Learner Coordinator to provide English language development and content area instruction. They also plan and deliver foundational literacy interventions and lessons for individual and/or small groups of students in need of foundational literacy support. The teacher will provide explicit instruction and coaching for students who are new to Western school systems. The specific duties of a Newcomer English Learner teacher will vary from year to year and throughout the school year, depending on the needs of the students in the program.

**Essential Functions and Responsibilities:**

- Work closely with the English Learner Coordinator, Learning Director, BBSHAs (Bilingual/Bicultural School-Home Assistants), Social Worker, school counselors, fellow English Learner teachers, general education teachers, and members of the curriculum team.
- Assess incoming students to determine ELP (English Language Proficiency) level of students, English Learner support services, and classroom placement.
- Contribute to ILP (Individualized Language Plan) forms for new and returning students.
- Develop student language goals in 4 domains (listening, reading, speaking, and writing) based on WIDA ACCESS (state-wide annual assessment of English language proficiency), WIDA MODEL (interim progress monitoring assessment of English language proficiency), or WIDA Screener scores.
- Design and implement lesson plans for push-in and pull-out instruction for Newcomer English Learner students.
- Regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, differentiation, cultural sensitivity, etc.) and provided curricula.
- Maintain and provide reasonable and meaningful student evaluation and communicate such information to students, parents, BBSHAs (Bilingual/Bicultural School-Home Assistants), and students' general education teachers.

- Actively participate in all department and school-wide meetings and professional learning opportunities.
- Actively participate in and contribute to providing evidence and data in meetings to support students' linguistic, academic, and behavioral development (student support team meetings, Individualized Education Plan meetings, 504 meetings, Multi-Tiered Systems of Support meetings, etc.).
- Consistently collaborate and communicate with other members of the English Learner department, as well as students' general education teachers, Bilingual/Bicultural School-Home Assistants, and/or Special Education teachers regarding student success, needs, best practices, and communication with student households.
- Model patience, empathy, social-emotional intelligence, and cultural awareness.

**Minimum Qualifications:**

- Current State of Hawaii Teacher Licensure.
- Successful completion of a teacher education program at an accredited college or university.
- Excellent command of the English language.
- Commitment to collaboration and teaming.
- Flexibility and adaptability.
- Willingness to share classroom space with other service providers.
- Ability to use appropriate assessment, instruction, and evaluation techniques.
- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices, including foundational literacy and language development.
- Knowledge of skills and strategies necessary to meet the diverse needs of students.
- Knowledge and skill in culturally responsive teaching and learning.
- Knowledge of the relationships between teaching and learning.
- Skill and ability to utilize technology to aid instruction, assessment, and learning.
- Commitment to participate in professional growth opportunities and reflection.
- Reliability in attendance, punctuality, and follow-through.

**Desired Qualifications:**

- Certified in the area of Teaching English to Speakers of Other Languages K-12 (TESOL).
- Experience working with students from Polynesia, Micronesia, and/or Melanesia.
- Experience with and knowledge of working with Newcomer and SLIFE (Students with Limited/Interrupted Formal Education) students.
- Familiarity with WIDA assessments.