

## JOB PROFILE

**POSITION:** Secondary School LEAP Teacher

**REPORTS TO:** Secondary School Principal

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### Job Summary

The Secondary LEAP teacher will support at-risk students in developing foundational English language, reading comprehension, and writing skills necessary to improve their academic English proficiency and meaningfully engage in Daystar's academic program. The SS LEAP teacher will work closely with subject teachers to identify at-risk students and develop the language and academic competencies needed to build the *critical language, knowledge of language, and skills for using language* necessary to be successful in our full academic program. This work will be accomplished by supporting content teachers in differentiating instruction for language learners as well as through providing individual and small group instruction/intervention through both push-in and pull-out support. This position is also responsible for monitoring, reporting, and communicating student progress and performance.

### General Responsibilities:

- Demonstrate research-based theoretical and practical knowledge of best practices in English language development
- Facilitate the admissions and exiting of students into the Learning English for Academic Purposes (LEAP) program (i.e., identification, eligibility, implementation, and evaluation)
- Use multiple sources of data to identify foundational language strengths and weaknesses
- Develop interventions that align identified areas of need with appropriate research-based high impact strategies and resources with the goal of improving students' skills to grade-level standards
- Develop academic vocabulary for identified students to support learning across languages and disciplines
- Use data to set intervention goals, monitor progress in meeting those goals, and adjust interventions as needed; maintain associated documentation for all of the above
- Provide/communicate data and evidence about student progress to stakeholders and participate in decisions about student progress
- Identify appropriate curricular resources to support students' foundational language development and improve reading proficiency
- Differentiate assessments by language proficiency levels
- Set and maintain high expectations for all students regardless of language proficiency
- Engage in reflective practice and professional development aimed at improving practice

### Push-in Support:

- Provide high quality instruction to identified students in individual and small group settings
- Provide scaffolding to support core instruction by utilizing a variety of research-based strategies (e.g., modeling, modified texts, visuals, graphic organizers, non-verbal clues)
- Implement various co-teaching models to support instruction as appropriate

- Activate prior knowledge to allow students to connect prior knowledge, experiences, and cultural assets with new learning (e.g., using pictures, graphics, and videos to facilitate connection and reflection)

**Pull-out Support:**

- Provide regular pull-out services which focus on language acquisition and building of academic vocabulary that aligns with content instruction in the classroom
- Provide regular pull-services which focus on reading comprehension including instruction on, but not limited to:
  - Phonemic awareness
  - Decoding skills
  - Vocabulary building
  - Reading skills
  - Reading strategies
  - Fluency
- Provide regular pull-out services which focus on structured opportunities to develop written language skills