



317 17th Ave. South
Seattle, WA 98144

JOB DESCRIPTION

POSITION: ESOL Instructor

FLSA STATUS: 0.3 FTE / Non-Exempt / Part-Time

REPORTS TO: Education Program Manager

SUPERVISES: N/A

GRADE: Teacher

REVISION DATE: 08/18/2026

BARGAINING UNIT STATUS: Non represented

COMPENSATION: \$33.00 - \$35.00 per hour

EMPLOYMENT STATUS: This position is grant-funded. Continuation of the position is dependent upon the ongoing availability of funding and organizational needs.

Casa Latina is an equal opportunity employer. We consider all applicants without regard to race, color, national origin, religion, gender, marital or military status, age, sexual orientation, gender identity, the presence of any sensory, mental or physical disability, genetic information, political ideology or any other protected characteristic.

PURPOSE

The ESOL Instructor provides practical, accessible English-language instruction to Spanish-speaking adult learners at beginning proficiency levels. The position is responsible for planning and delivering engaging, learner-centered instruction that supports students in developing practical speaking, writing, reading, and digital literacy skills for everyday life, employment, and increased economic independence.

The ESOL Instructor teaches two distinct beginner-level classes, administers student assessments, tracks attendance and measurable skills gains, and works closely with the Education Program Manager to strengthen curriculum, assessment practices, and program outcomes.

The ideal candidate brings experience teaching adult English-language learners, including learners with limited literacy or formal educational backgrounds, and is committed to creating a welcoming, trauma-informed, culturally responsive, and accessible learning environment.

NOTE: The requirements for this position are indicative of the physical and mental capacities needed to satisfactorily perform the duties for this position. Reasonable accommodations, as required by the Americans with Disabilities Act, will be granted whenever possible. The above job description is not comprehensive. The job responsibilities may include other duties as assigned. Casa Latina may change or update job duties as necessary to meet business needs.

KEY RESPONSIBILITIES

Instruction and Curriculum

- Create, plan, and deliver lesson plans aligned with established proficiency standards for Spanish-speaking adult learners of English at distinct Beginner levels (0–1 and 2–3).
- Teach two distinct sections of ESOL during each instructional session, generally operating on a 10-week schedule (8 weeks during the summer), with class frequency and instructional hours established by the Education Program.
- Develop practical, learner-centered classroom activities that strengthen English speaking, writing, reading, and functional communication skills.
- Incorporate a basic Digital Literacy component approximately every two weeks using classroom Chromebooks and other available technology.
- Adapt instruction and classroom activities to meet the needs of adult learners with varying literacy levels, educational backgrounds, learning styles, and English proficiency.
- Assign homework or supplemental learning activities when appropriate to support student learning and progress.
- Maintain an organized, welcoming, inclusive, and trauma-informed classroom environment.

Student Assessment and Progress

- Administer OIRA-approved pre- and post-assessments in Speaking and Writing to support student placement and measure individual student progress.
- Participate in required training related to assessment methods and grant-aligned reporting of measurable skills gains.
- Monitor student progress throughout each instructional session and adjust instructional approaches when appropriate.
- Evaluate successful student outcomes through a combination of attendance, participation, and demonstrated proficiency progress using approved assessment tools.
- Assess student readiness for advancement between established proficiency levels.
- Recommend advancement from Beginner Level 0–1 to Beginner Level 2–3 when a student demonstrates mastery of established Level 1 competencies.
- Recognize and document measurable student progress even when a student has not yet demonstrated the proficiency required to advance to the next level.

Data, Documentation, and Reporting

- Maintain accurate and timely records of student enrollment, attendance, assessment results, participation, proficiency gains, and advancement.
- Organize student demographic and program data to support internal evaluation, grant reporting, and continuous program improvement.
- Provide required classroom and student outcome information to the Education Program Manager within established deadlines.



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- Coordinate with the Education Program Manager to compile demographic, attendance, assessment, and program outcome data.
- Support the preparation and finalization of grant and program reports by providing accurate and timely information.
- Maintain appropriate confidentiality of student information and records.

Program Coordination and Continuous Improvement

- Collaborate with the Education Program Manager to review and refine curriculum, instructional activities, assessment practices, and attendance-tracking methods.
- Participate in curriculum and program reviews with the Education Program Manager following each instructional session or approximately every 10 weeks.
- Reflect on student outcomes and program effectiveness and recommend improvements that strengthen the ESOL program's ability to meet student needs.
- Contribute to the development of a rigorous and sustainable curriculum with consistent methods for measuring and documenting student skills gains.
- Follow established proficiency frameworks and assessment tools. Changes to the proficiency framework or approved assessment instruments require approval from the Education Program Manager.
- Participate in relevant meetings, training, and professional development as required.

Classroom and Volunteer Support

- Clearly communicate classroom expectations, schedules, assignments, learning objectives, and progress expectations to students.
- Provide appropriate classroom guidance and direction to volunteer classroom assistants when volunteers are assigned.
- Effectively use available classroom resources, including paper-based materials, whiteboards, manipulatives, hands-on learning activities, laptops, projectors, and Chromebooks.
- Support a classroom culture that encourages participation, respects different learning needs, and promotes student confidence and agency.
- Perform other duties related to the position and Education Program as assigned, consistent with the position's scope and responsibilities.

DECISION-MAKING AND AUTHORITY

The ESOL Instructor has independent responsibility for weekly lesson planning, classroom facilitation, instructional activities, and homework assignments within the established curriculum and proficiency framework.

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REQUIRED QUALIFICATIONS

- TESOL, ESL, TEFL, ELL, or comparable English-language teaching credential.
- Experience teaching English-language learners in an in-person classroom environment.
- Knowledge of instructional and assessment methods appropriate for practical adult English-language education.
- Experience or demonstrated ability to effectively teach adult learners with limited literacy, limited formal education, or differing educational backgrounds.
- Demonstrated ability to create and maintain a welcoming, inclusive, accessible, culturally responsive, and trauma-informed learning environment.
- Strong classroom facilitation and classroom-management skills.
- Ability to organize curriculum and instructional materials and clearly communicate expectations to adult learners.
- Ability to accurately track attendance, assessments, student progress, and other required program data.
- Strong organizational skills and demonstrated ability to meet administrative and reporting deadlines.
- Ability to work collaboratively with the Education Program Manager and other staff to evaluate and improve program effectiveness.
- Basic digital literacy skills and the ability to support introductory digital-literacy activities using Chromebooks or similar technology.

PREFERRED QUALIFICATIONS

- Bilingual proficiency or advanced proficiency in Spanish.
- Experience teaching adult immigrant and/or Spanish-speaking communities.
- Experience working with low-literacy adult learners.
- Familiarity with measurable skills gain assessments or grant-funded adult education programs.
- Experience incorporating digital literacy and/or job-readiness skills into English-language instruction.
- Familiarity with trauma-informed and culturally responsive adult education practices.

SCHEDULE AND HOURS

This is a part-time position anticipated to work approximately 12 hours per week, consisting of approximately:

- 6 hours per week of classroom instruction; and
- 6 hours per week of lesson preparation, assessments, student tracking, reporting, curriculum development, and related administrative responsibilities.

The program generally operates in instructional sessions of approximately 10 weeks, with a modified schedule possible during summer sessions.

Class schedules are designed around the availability of working adult learners and therefore require late-afternoon and/or early-evening availability.



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Classes may be scheduled across four days per week, such as Tuesday through Friday from approximately 4:00 p.m. to 5:30 p.m., or across two days with back-to-back 1.5-hour classes. Specific schedules may vary based on instructional sessions, enrollment, and program needs.

WORKING CONDITIONS & PHYSICAL REQUIREMENTS

- Work is primarily performed in an in-person classroom environment.
- The position requires regular interaction with adult learners from diverse backgrounds and the consistent application of trauma-informed and culturally responsive practices.
- Late-afternoon and/or early-evening work is required to accommodate the schedules of working adult students.
- The position regularly uses classroom technology and instructional equipment, including laptops, Chromebooks, projectors, and other teaching materials.
- The position regularly involves standing, walking, and moving throughout the classroom while facilitating instruction.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

GRANT-FUNDED POSITION

This position is supported by grant funding. Continued employment is contingent upon the availability of funding, continued program needs, and organizational priorities.

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