



TITLE: COORDINATOR - ENGLISH LEARNERS (TK-12)

WORK YEAR: 215 Days

REPORTS TO: Assistant Superintendent of Instructional Services or appointed designee

PRIMARY FUNCTION:

Under the direction of the Directors of Elementary and Secondary Instruction; provide leadership in monitoring, supporting and training all teachers on effective pedagogical practices for raising the achievement of all students, including prioritizing the needs of English Learners. Actualize the principles of the Guide for Instructional Direction by leading professional development that prioritizes building teacher efficacy to lead themselves and colleagues through the continuous improvement process, using data to refine and improve instruction for English Learners. Coordinates a variety of programs, supports, interventions and grants that support English Learner Instruction and success.

ASSIGNED RESPONSIBILITIES:

- Plan, facilitate, and lead professional development aligned with RUSD's Guide for Instructional Direction, District goals and Board priorities with a focus on English Learners.
- Design, implement, monitor, and evaluate English Learner Master Plan collaboratively with colleagues.
- Lead district staff, including any assigned Teachers on Special Assignment (TOSAs) and/or instructional aides, in establishing effective approaches for coaching teachers, supporting collaborative teacher teams, and classified support staff in their work with English Learners.
- Provide leadership and oversight in the development of English Language Development (ELD) programming and scaffolded content instruction through data analysis of English Learner performance and knowledge of current ELD research.
- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards for English Learners.
- Monitor and report progress on EL actions and metrics including, but not limited to district interim reports, board reports, LCAP reports, state reports
- Develop and facilitate ongoing professional development to support instruction of English Learners, including, but not limited to: best practices in English Language Development, district initiatives, state and local assessments and instructional pedagogy.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for English Learner students.

- Develop, implement, and monitor systems to ensure compliance with state and federal program requirements.
- Provide oversight and guidance to district translation team ensuring translation requests are handled in timely and compliant manner
- Supervise certificated and classified staff.
- Support schools with identification, placement, reclassification, and annual progress monitoring of English Learners.
- Collaborate with the Special Education department to ensure equitable programming and continued academic progress for English Learners with specialized learning needs.
- Conduct program reviews related to programs for English Learners, including working collaboratively with colleagues on Federal Program Monitoring.
- Develop new programs and/or courses, and work collaboratively with colleagues to revise and implement curriculum frameworks as needed to align with National and State Framework changes, with a focus on supporting English Learners.
- Oversee and collaborate with the District English Learner Advisory Committee (DELAC).
- Collaborate with site administrators to ensure they are following all state and federal guidelines with English Learner Advisory Committees (ELAC).
- Maintain and develop professional skills and knowledge of local, state and federal English Learner policies, issues and research by attending district meetings, conferences, researching, networking, reading, and through continuing education.
- Perform other duties as assigned

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

KNOWLEDGE OF:

- Federal and State laws, rules, regulations and policies related to categorically funded programs
- Curriculum and curriculum development as it relates to categorically funded projects and professional development
- Principles of governmental budgeting and expenditure control
- Program assessment and evaluation
- Public Information principles and techniques
- Principles of supervision, training and program administration
- Principles and practices of education administration

EDUCATION AND EXPERIENCE:

- California Administrative Credential
- English Learner authorization
- Master's Degree or higher
- Minimum of three (3) years of site administrator experience
- Valid California Driver's License
- Bilingual preferred

ABILITY TO:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students.
- Effectively communicate and work with diverse groups of people such as (but not limited to) District Office Personnel, Principals, Teachers, Students and Parents.
- Analyze and evaluate data for specific use.
- Maintain confidentiality.
- Prioritize workload and conflicting demands.
- Effectively work in a demanding environment.
- Work in a diverse socio-economic and multicultural community.
- Demonstrate organizational, time management, analytical and problem solving skills. Develop and provide effective presentations to the public, Board and staff.
- Effectively communicate orally and in writing, with a variety of public, staff and management groups. Maintain consistent, punctual and regular attendance.

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to drive a personal vehicle to conduct business.

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configuration