

COORDINATOR, ENGLISH LEARNER SERVICES

DEFINITION

Under direction, to assist in the planning, development, and implementation of policies, regulations, guidelines, and procedures pertaining to the District English learner services program; to serve as a resource to District personnel concerning English learner instructional programs; to review, monitor, and coordinate the functions and activities of the EL Instructional Specialists, EL Advisors, and Academic Language Mentors; to oversee the Language Assessment Center and staff; and to do other related functions as directed.

DISTINGUISHING CHARACTERISTICS

This position classification requires subject matter expertise commonly taught in public schools and coordination of English Language Development curriculum and instructional processes. Responsible and directly related experience in language instructional programs is required to perform the required programmatic analyses using widely prescribed instructional principles and concepts. The position classification performs decision analysis processes and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbent meets frequently with school administrators, teachers, ancillary staff, parents, and community members to communicate information, data, and alternative problem solutions. This position classification performs light work involving sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate distinguishing of sound, near and far vision, depth perception, the ability to provide and receive oral information and direction, and the handling and working with instructional and assessment materials.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Plan, organize, coordinate, and participate in the District English Language Development educational programs.
- Assist in selecting language proficiency instruments used in the language process to identify students that qualify for the English Language Development programs.
- Plan, organize, and coordinate language proficiency testing used to identify students that qualify for English Language Development programs.
- Plan, organize, and coordinate staff development (for both instructional, admin, and support staff) staff meetings, parent education, and other education planning and process activities related to the English learner program and services.

- Plan, organize, and conduct staff development, including demonstration teaching and co-teaching, for instructional personnel to ensure that the instructional process meets the needs of the students identified as English learners.
- Confer with, counsel, advise management and instructional personnel concerning language programs, instructional strategies, and other related activities.
- Advise and offer recommendations concerning appropriate ELD instructional methods (both designated and integrated), media, and materials.
- Review, research, and prepare new materials and pilot projects pertaining to integrated ELD in content classes and designated ELD programs.
- Assist in the preparation of the consolidated application for categorical funding, and monitor the specially funded projects to ensure compliance with State and Federal guidelines and requirements.
- Monitor site expenditures of Local Control Funding Formula (LCFF) funds
- Ensure that appropriate documentation is provided during Federal Monitoring Program (FPM) Reviews.
- Prepare and submit for approval grant proposals to public and private funding sources.
- Provide assistance and guidance to District and site personnel regarding the selection and utilization of ELD instructional materials and technology.
- Confer with and aid District and instructional personnel in the resolution of unusual and unforeseen problems, issues, and concerns pertaining to the EL program.
- Review, evaluate and make recommendations to revise, update, and incorporate creative and innovative trends into the District curriculum and instructional programs, as well as the Local Control Accountability Plan (LCAP), Title III Plan, and LEA Plan.
- Serve as a liaison to English learner community groups, including the District English Learner Advisory Committee (DELAC)
- Prepare a variety of management and program evaluation reports.
- Oversee the Language Assessment Center and personnel, including California's English Language Proficiency assessment.
- Monitor reclassified students for at least two years following reclassification.

QUALIFICATIONS

Knowledge of:

- Principles, techniques, strategies, goals, and objectives of public education;
- State academic content standards for ELD and core subjects;
- The California ELA/ELD Framework;
- Methods, techniques, procedures, and strategies concerning assessment and evaluation of English learners and English learner programs;
- Legal mandates, policies, regulations, and operational procedures pertaining to the curriculum development and instruction delivery systems;
- State, Federal, and local community groups and agencies that provide guidance to special project and categorical programs and activities;
- Modern innovation and creative ELD curriculum and instructional trends;
- Human relations strategies, and team building principles and techniques.

Ability to:

- Provide specialized resource support and coordination of creative and innovative special project and categorical curriculum and instruction programs;
- Coordinate and participate in the evaluation of the District English Language Development programs and activities;
- Serve as a resource to instruction and management personnel;
- Establish and maintain effective organization, community, and public relationships;
- Communicate effectively in oral and written English;
- Understand and carry out oral and written directions with minimal supervisory controls.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

Three years of successful teaching experience in a language development education program, including one year of coordination and supervisory experience, and the successful completion of a comprehensive administrative training program.

Education:

Equivalent to the completion of an earned Master of Arts or higher degree from an accredited college or university in educational administration, instructional supervision, language development, or a closely related field.

Certification Requirement

Possession of a valid California credential authorizing service as an elementary and/or secondary level administrator.

License Requirement

Possession of a valid California Motor Vehicle Operator's License.

Condition of Employment

Insurability by the District's liability insurance carrier.

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