



TITLE: COORDINATOR - ENGLISH LEARNERS (K-12)

WORK YEAR: 215 Days

NON DUTY: 32 Days

REPORTS TO: Assistant Superintendent of Instructional Services
or appointed designee

PRIMARY FUNCTION:

Under the direction of the Directors of Elementary and Secondary Directors Instruction; provide leadership in 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 leaders to lead teams of teachers through the Informative Inquiry process, using data to refine and improve instruction with emphasis placed on English Learners. Coordinates a variety of programs such as Dual Language Immersion, and grants that support English Learner Instruction.

ASSIGNED RESPONSIBILITIES:

- Design, implement, monitor, and evaluate English Learner Master Plan collaboratively with colleagues.
- Plan, facilitate, and lead professional development aligned with RUSD's Guide for Instructional Direction with a focus on English Learners.
- 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, assessments and instructional pedagogy.
- Lead district staff in establishing effective approaches for coaching and supporting collaborative teacher teams in their work with the Informative Inquiry process with an Emphasis on English Learners.
- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards for English Learners.
- Provide leadership in the development of English Language Development programming and scaffolded content instruction through data analysis of English Learner performance and knowledge of current ELD research.
- Provide leadership and oversight of the District's Dual Language Immersion Program including continued development of programming, teacher support and content instruction.

- Supervise certificated and classified staff.
- Support schools with identification, placement, and annual progress monitoring of English Learners.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for English Learner students.
- Collaborate with Special Education department to ensure equitable programming and continued academic progress for English Learners with specialized learning needs.
- Conduct program reviews, develop new programs and/or courses, revise and implement curriculum frameworks as needed to align with National and State Framework changes.
- 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 Master's Degree or higher
- Minimum of three (3) years of site administrator experience
- Valid California Driver's License

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