



**DRAFT - POSITION DESCRIPTION**

<b>Position:</b> Director, English Learner Programs	<b>Salary Schedule:</b> Certificated Administrator Combined ESD & HSD / Range F
<b>Location:</b> Districtwide	<b>Work Calendar:</b> 225 Days
<b>Direct Supervisor:</b> Superintendent or Designee	

**Summary:**

As part of the Education Services team, the Director of English Learner Programs will provide vision, leadership and management for the district’s English Language Learner supplemental programs that support students who are failing to meet academic State standards. In alignment with the Equity Blueprint Plan and the district’s LCAP, this Director will oversee implementation of the English Learner Master Plan specific to programs that focus on academic achievement, lead family engagement specific to English Language Learner academic achievement, and collaborate on high quality professional development for staff to increase student achievement through a focus on instructional strategies, and systems and structures. The Director will continually engage in data analysis to inform programs related to student achievement.

**Essential Duties and Responsibilities:** *The statements below are intended to describe the general nature and scope of work being performed by this position. This is not a complete list of all responsibilities, duties, and/or skills required. Other duties may be assigned.*

Provide vision and leadership to support student achievement and effective services by identifying best practices, developing and implementing strategic improvement plans, determining professional development areas and supporting achievement plans, and interfacing with all subject area programs in alignment with the district(s) Local Control Accountability Plan and the Common Core State Standards. This includes supporting the implementation of the Equity Blueprint Plan and LCAP goals and its main components, specifically, implementation of the EL Master Plan supplemental programs related to student achievement with a focus on evidence based practices for instruction, program, professional development and family engagement. This includes staying abreast of most current research and state/national information regarding ELLs in order to lead the department and district in best practices related to student academic achievement and social emotional well-being and family engagement, especially for economically disadvantaged parents and family members and English Learner parents and family members. Central to this work is a need to build and maintain a positive, trusting relationship with district office staff, site principals and teachers in order to serve students in an equitable manner.

**Instructional Programs**

- Lead the planning, developing, and implementation of effective programs that support English learners not meeting academic standards to attain the A-G requirements.
- Provide vision and leadership to support student achievement and effective services by identifying best practices, developing and implementing strategic improvement plans, determining professional development areas that review the progress of eligible students accessing grade level standards, and ensuring EL programs are aligned with district goals and initiatives.

- Participate with student services and regular education teachers and principals in determining pathways for struggling students to be successful in the least restrictive environment.
- Act as a key member of the District's team working to implement the action detailed in the Equity Blueprint Plan, specific to programs meant to address the failing academic achievement of English Learners
- Coordinate and assist staff with the selection and the effective use of appropriate curricular and instructional materials, including: supplemental textbook adoption/materials and equipment used with English learners.

### **Systems and Structures**

- Review, monitor and revise as necessary the assessment system and models to assess and monitor for the purpose of considering the reclassification of students. Prepare and assist in the identification and evaluation of on-going assessment/achievement of English learner and reclassified (RFEP) students specific to supplemental program effectiveness.
- Cooperate with the Human Resources Division and the principals in the recruitment, selection, and placement of bilingual certificated and classified personnel to support the implementation of programs for English Learners failing to meet academic State standards.
- Examine and use assessment data (including English Learner data) to design effective instruction, develop the English learner work plan, and provide leadership to schools in need of improvement of supplemental programs to meet the academic achievement needs of English Learners.
- Analyze the results of state and district assessments to inform supplemental programs related to the academic achievement of English Learners

### **Family Engagement**

- Assist with and coordinate the development of college/career information, communications, and activities specific for families and students, in learning about college and career readiness.
- Serve on and provide leadership and guidance to the District English Language Advisory Committee and other district committees to increase family engagement for ELs as it relates to academic achievement
- Plan and implement effective parent and family involvement activities to improve student academic achievement and school performance

### **Professional Development**

- Assist school and district leadership in developing understandings of appropriate second language instruction through professional development, one-on-one consultation, curriculum development, planning, assessment and evaluation of English language learners and their academic success.
- Improve school conditions for student learning to create a healthy and safe school environment, specific to effective and trauma-informed practices in classroom management, crisis management and conflict resolution techniques
- Coordinate, plan and support implementation of professional development on appropriate instructional programs for English learners for staff providing services to English learner students in collaboration with the Instructional Support Services staff.

## **QUALIFICATIONS**

### **REQUIRED KNOWLEDGE, ABILITIES AND EXPERIENCE:**

#### KNOWLEDGE OF:

- Current research and trends for effective EL programs including best practices in teaching and learning, including language development, intervention, data analysis
- Effective instructional strategies, California accountability standards, and research based programs and materials

#### ABILITY TO:

- Interpret and apply rules and regulations relating to the instruction and curriculum of EL students under the State Education Code
- Establish and maintain effective working relationships with a wide variety of groups and individuals
- Prepare and present comprehensive, effective oral and written reports
- Effectively advise appropriate personnel
- Plan and organize work in order to meet schedules and timelines
- Operate a computer and other office equipment as needed
- Use a consultative approach to resolving work related issues
- Communicate effectively in the English language both orally and in writing
- Effectively communicate and collaborate with administrators, teachers, students, parents, and the school community
- Work effectively with English Learner Advisory Committees (ELAC); school site councils; and other parent groups
- Manage multiple projects simultaneously
- Listen, speak and write to communicate effectively with professional, lay, community and parent groups
- Develop and implement effective teams
- Facilitate collaborative decision making
- Plan, organize and comply with federal and state requirements
- Design and implement staff and parent training programs
- Foster positive parent relationships
- Comply with District's customer service standards
- Work well with others

### **MINIMUM QUALIFICATIONS/EDUCATION/CLEARANCES**

#### REQUIRED:

- Possession of a valid California Teaching Credential Administrative Credential
- Completion of a Master's Degree in Education, Educational Administration or Management
- English learner authorization, CLAD or BCLAD
- Written and oral fluency in Spanish
- Expertise in second language acquisition and culturally responsive pedagogy
- Successful classroom experience teaching English learners
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment
- Successful experience in areas of conflict resolution

- Previous experience in leadership, coaching, and teambuilding skills to strengthen and cultivate relationships
- Positive interpersonal skills, professional and personal integrity and a commitment to openness and honesty
- Ability to establish cooperative working relationships with staff, administrators, parents and community members
- Site administrative experience
- TB Clearance
- DOJ Fingerprint Clearance (upon offer of employment)

DESIRED:

- A minimum of five (5) years of successful classroom teaching experience
- Minimum three (3) years administrative experience, site Principal experience preferred
- Experience in curriculum design, program evaluation and English Learner Programs

**Working Conditions:** The position works primarily in an office environment with frequent visits to schools. The usual and customary methods of performing the job's functions require the following physical demands: some lifting (up to 20 pounds), carrying, pushing, and/or pulling; significant fine finger dexterity, sufficient hearing and speaking capacity to be heard in normal conversations in person or on telephones, and to provide presentations to groups. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

SRCS does not discriminate in any of its policies, procedures, or practices relating to employment, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Veteran status, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all basis of discrimination will apply to both education services and employment.

Board Approved: