

# Position Description

**Position:** Coordinator of Dual Language Immersion (DLI) & Global Languages Curricula

**Reports to:** Executive Director of Curriculum & Instruction

**Salary:** Local coordinator salary schedule (12 months)

---

## Position Summary

The Coordinator of DLI & Global Languages Curricula provides visionary leadership for the district's Dual Language Immersion (DLI) and Global Languages programs. This role is responsible for cultivating teacher leadership, strengthening program infrastructure, and ensuring equitable access to rigorous, proficiency-driven language instruction. The Coordinator partners with principals, teachers, district leaders, and community stakeholders to align curriculum, professional learning, and instructional practices with national and state standards. Through program design, coaching, and systemic support, the Coordinator advances biliteracy, global competence, and student achievement across all schools.

## Qualifications and Experience

- Bachelor's or Master's degree in world languages, curriculum & instruction, bilingual education, or educational leadership.
- Minimum of four (4) years of successful classroom teaching in Dual Language Immersion or Global Languages.
- Minimum of four (4) years of demonstrated success in instructional leadership, curriculum development, or coaching.
- Strong knowledge of the NC Standard Course of Study, ACTFL proficiency standards, and biliteracy frameworks.
- Expertise in instruction and assessment for English Learners, heritage language learners, and dual immersion students, with proven ability to analyze data from multiple sources to improve outcomes.
- Experience designing and delivering high-quality professional learning for educators.
- Demonstrated ability to cultivate teacher leadership and build systems that sustain program quality across schools.
- Excellent leadership, supervisory, interpersonal, and communication skills.
- Bilingual/bicultural proficiency strongly preferred.

## Key Responsibilities

### Leadership & Program Infrastructure

- Design, implement, and sustain a comprehensive DLI and Global Languages program that builds capacity in both teachers and leaders, fosters collaboration across schools, and strengthens long-term program infrastructure.

- Cultivate and mentor teacher leaders to serve as instructional coaches, model teachers, and advocates within their schools and across the district.
- Lead curriculum development and resource adoption for DLI and Global Languages, ensuring alignment to proficiency standards, equity goals, and district priorities.
- Build and maintain clear program pathways, from elementary DLI feeder patterns to secondary course offerings, supporting continuity and student biliteracy attainment.
- Partner with principals to align staffing, scheduling, and resources that ensure program fidelity and sustainability.

### **Instructional Support & Professional Learning**

- Provide direct coaching and support to DLI and Global Language teachers to improve instructional quality, assessment practices, and student outcomes.
- Design and facilitate professional development and professional learning communities (PLCs) that empower teachers to lead change in their schools.
- Model high-impact instructional strategies that support language development, content mastery, and cultural competence.
- Guide teachers in using data to inform instruction and close opportunity gaps for multilingual learners.

### **Program Evaluation & Innovation**

- Collect, analyze, and report on program data (student achievement, proficiency growth, enrollment, teacher capacity, and retention) to inform continuous improvement.
- Monitor fidelity of program implementation and provide targeted support for schools to meet district expectations.
- Stay current with research, trends, and innovations in immersion and global language education; integrate promising practices into district programs.
- Seek and manage grant opportunities to expand program resources and innovation.

### **Stakeholder Engagement & Equity**

- Serve as the district's key point of contact for DLI and Global Languages, building strong partnerships with families, community organizations, and external stakeholders.
- Communicate program goals, progress, and opportunities clearly and effectively to diverse audiences.
- Promote inclusive and justice-oriented solutions to address inequities in access, participation, and outcomes.
- Advocate for multilingualism, cultural responsiveness, and global competence as integral to the district's mission.

### **Professional Attitude & Conduct**

- Demonstrates collaboration, professionalism, and responsiveness in all interactions.
- Builds trust by engaging in open communication, seeking diverse perspectives, and acting with integrity.
- Models continuous growth by giving and receiving feedback, reflecting on practice, and encouraging the same in others.

- Upholds district policies, ethical standards, and timelines with consistency.
- Represents the district with professionalism in all settings.

### **Additional Duties**

- Collaborate with leadership on teacher recruitment, hiring, and retention strategies specific to DLI and Global Languages.
- Support licensure pathways and professional advancement for bilingual educators and global language teachers.
- Serve as liaison to higher education institutions and state-level initiatives that impact language education.
- Represent the district at conferences, consortiums, and professional networks related to immersion and world languages.
- Assist in the development of communication materials that celebrate program successes and inform families about pathways and opportunities.
- Perform other job-related duties as assigned by senior leadership to advance district goals.

### **Impact**

The Coordinator of DLI & Global Languages directly contributes to the district's mission of preparing every student to thrive in a global society. By cultivating teacher leaders, building sustainable program infrastructure, and advancing biliteracy, the Coordinator ensures:

- Students graduate with high levels of language proficiency, cultural competence, and college- and career-ready skills.
- Teachers are empowered as leaders who drive instructional excellence in their schools.
- Schools and district teams have coherent systems to sustain and expand multilingual programming over time.
- Families and communities see increased access, equity, and value in DLI and Global Languages offerings.

This role impacts both the immediate quality of classroom instruction and the long-term capacity of the district to prepare globally competent graduates.