Reports to: Executive Director of Assessment and Authentic Learning
School/Department: Teaching & Learning
Pay Grade: Administrative/Instructional Programs Pay Grade 4
Work Days: 226
Wage/hour status: Exempt
Created/revised: April 2023

Primary Purpose:

The Language Acquisition Coordinator is responsible for facilitating and overseeing the delivery of Humble ISD's multilingual programs, such as Bilingual, ESL, Dual Language, Spanish Immersion, and LOTE programs for grades PreK through 12. Collaboratively support lead teachers and campus administrators in order to increase Emergent Bilingual (EB) student achievement in core content areas and second language learners' proficiency in languages other than English as well as monitor compliance regulations.

Qualifications:

Education/Certification/Licensure:

- Texas Teaching Certification with Bilingual and/or ESL Education endorsement
- Master's Degree in Education or a closely related field from an accredited college or university recognized by the US Department of Education preferred
- Texas Mid-Management or Principal Certificate preferred
- Must have valid driver's license, good driving record and available transportation during entire workday to travel to sites in the Humble ISD area

Special Knowledge/Skills:

- Thorough knowledge and deep understanding of second language program models, sheltered instruction principles, practices and techniques used in second language classroom instruction
- Knowledge of research-based and innovative curriculum, instruction, and assessment design principles that relate to language acquisition
- Knowledge of personalized learning strategies and how to incorporate them into the language acquisition classroom (ie: makerspace, passion projects, technology integration, problem-based learning, gamification, and/or other authentic and innovative strategies for student engagement in literacy)
- Knowledge of adult learning and the ability to develop relationships at the campus and district level that facilitate learning
- Skill in instructional coaching and supporting language acquisition specialists and teachers with a wide variety of experiences
- Skill in designing and facilitating professional learning experiences that address the needs of the district's diverse students
- Skill in modeling best practices in language literacy instruction
- Skill in leading and managing multiple curriculum-based programs, projects and teams
- Skill in overseeing, organizing, and coordinating large district-wide programs
- Skill in gathering/organizing/analyzing/interpreting data, utilizing various statistical techniques, applying concepts to assist in formulating conclusions and develop recommendations and solutions
- Skill in troubleshooting issues, making sound decisions, and recommendations

- Ability to organize and manage multiple complex tasks simultaneously and independently to meet deadlines
- Ability to maintain confidentiality of privileged and sensitive information
- Ability to comprehend complex systems and technical information and explain effectively to a wide variety of stakeholders.
- Ability to plan and positively impact systematic change within the district in accordance with district goals
- Ability to perform duties with attention to detail, speed, accuracy, follow-through, courtesy, cooperation with minimum supervision
- Ability to communicate effectively verbally and written, utilizing tact and diplomacy and maintain effective working relationships with district personnel, administration, and parents

Experience:

- Minimum of five years of successful classroom teaching experience, at least three of which focused on Bilingual Education or English as a Second Language
- Experience in developing and providing professional development sessions and training opportunities which focus on second language acquisition
- Experience in monitoring compliance issues and administering assessments associated with students identified as Emerging Bilingual
- Proven experience in project management related to bilingual programs
- Minimum three years successful experience in an administrative or leadership role, both school and central office preferred

Major Responsibilities and Duties:

Professional Development, District-level and Campus-based

1. Establishes a cohesive partnership between the district and language acquisition campuses to develop, coordinate, and sustain language acquisition, research-based and innovative literacy practices in curriculum, instructional, and assessment design.
2. Fosters and models strategies for creating and elevating engaging units, lessons, and assessments that empower emergent bilingual students and immerse them in the contemporary language literacy experiences.
3. Implements targeted and positive coaching strategies with relevant campus personnel that may include a pre-conference, data collection, and reflection around an area of focus.Builds capacity among the teachers and administrators involved with any of the Language Acquisition Programs
4. Works to strengthen instructional programs and increase student achievement in core content areas for second language learners.
5. Facilitates development of instructional resources associated with second language learners.
6. Supports district and campus initiatives relative to language acquisition, including problem-solving with principals and teachers; visiting campuses to provide assistance in meeting campus/district second language learner goals; and making instruction/assessment materials easily accessible by campus staff.
7. Collaborates in the textbook adoption process.
8. Participates in district committees that require second language learner representation.
9. Assists with the preparation and administration of the departmental budgets.
10. Provides administrator/teacher training with regard to compliance issues concerning services to EB students including LPAC training.
11. Collaborates on communication of PEIMS data entry.
12. Assists in the coordination of training to address required LEP assessments, (i.e. TELPAS, OLPT, NRT).

13. Assists with the monitoring of the implementation of ESL, Bilingual and Dual Language programs to include effective practices for instructing EB's and effective articulation of ESL programs.
14. Assists campus teams to determine specific needs regarding professional development of sheltered instruction and second language acquisition practices and campus systems for implementation of ESL programs and monitoring compliance.

Curriculum, Instruction and Assessment

1. Facilitates in the writing, implementing, coordinating, and monitoring of the district's curriculum.
2. Assists in the writing, reviewing, and revising process of district assessments to ensure their validity and reliability.
3. Plans for and provides district-wide/campus specific staff development and assistance to campuses.
4. Collaborates with district and campus staff to promote and support best practices in reading and writing strategies for identified areas of needs.
5. Acquires, reads and interprets data to make informed decisions and recommendations in the best interest of EB students and teachers of EB students on assigned campuses.
6. Offers Bilingual literacy support in the areas of Dyslexia, Special Education, and Gifted and Talented students within the Bilingual/Dual Language classrooms.
7. Analyzes technology integration as a vehicle for instruction, and collaborates with digital learning teams on ways to integrate technology appropriately into the learning environment.

Compliance and Accountability

1. Oversees the enforcement of federal and state laws, local Board of Trustees' policies and grant specifications.
2. Identifies and assesses state and local district policies and mandates.
3. Oversees compliance of district and state mandates and policies at elementary and/or secondary campuses.
4. Works collaboratively to develop sound policies aimed at improving academic programming.

Fiscal Management

1. Works with direct supervisor to properly budget for student needs
2. Projects budgetary needs based on programs in the district
3. Develops budget for district-wide professional development

Policy, Reports, and Law

1. Complies with all applicable federal and state laws, Board of Education rules and local board policy and regulations.
2. Compiles, maintains and files all reports and other documents as required.
3. Assures compliance with special revenue funding such as Title and/or grant guidelines (as applicable).

School/Organizational Climate

1. Maintains professional behavior, promotes a positive image, appearance, and work ethic to represent the District in a positive manner at all times and works in a team environment that supports the vision and mission of the District.
2. Maintains a positive and effective relationship, good judgment, and decision making with coworkers, supervisors, other district personnel, outside agencies and organizations, parents, and the community.

Communication

1. Maintains a positive and effective working relationship with the Superintendent, School Board, coworkers, employees, outside agencies and organizations, and the general public.
2. Effectively communicates with colleagues.
3. Provides outstanding customer service.
4. Maintains good judgment and decision making when dealing with supervisor, co-workers, District officials and employees, and outside agencies and organizations, and the general public.
5. Develops and implements procedures to ensure that employees are kept well informed of policies, procedures, and programs.

Supervisory Responsibilities

1. Supervises and evaluates the performance of professional and support staff assigned within the area of responsibility.
2. Provides orientation of new employees assigned to elementary and/or secondary levels.
3. Works with campus administration to address non-compliance on the part of employees
4. Projects program personnel needs at elementary and/or secondary levels.
5. Assists with the evaluative job performance of professional employees.
6. Promotes an open, collegial environment among staff and develops a positive staff morale.
7. Collaborates with the Human Resources Department to designate bilingual-based stipends as well as to designate bilingual status for substitute teachers serving in bilingual classrooms.

Other

1. Maintains confidentiality of privileged and sensitive information when received and distributed to appropriate designees as approved by the Chief Academic Officer or his/her designee.
2. Demonstrates effective interpersonal skills through communications with employees, staff and school board members.
3. Attends professional growth activities to maintain an awareness of current research and issues in human resources, education, including technology integration.
4. Promotes a positive image that supports the mission of the district; works with all human resources personnel to continually improve the professionalism of the total department
5. Responds to after-hours emergencies as needed.
6. Performs other duties as may be assigned.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors

- Maintains emotional control under stress.
- Prolonged and irregular work hours
- Frequent District-wide travel with occasional travel outside of school district boundaries
- Workload is deadline driven
- Prolonged use of equipment and computers with repetitive hand motions
- Frequent contact with staff and/or other district/campus employees
- Daily attendance and punctuality at work are essential functions of the job

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____