

COORDINATOR, EC-12 ESL

Rev. July 2026

Job No.: 3617

Reports to: Director, Global Languages & Cultures

Dept./Campus: EC-12 Curriculum

FLSA Status: Exempt

Pay Grade: 306

Term: 226 Days

PRIMARY PURPOSE:

To provide comprehensive guidance, professional learning, and resources to teachers and campus leaders to build capacity and enhance the implementation of ESL initiatives, instructional practices, and coordinated activities for multilingual learners

ADMINISTRATOR COMPETENCIES

- **Creative Visionary** who is passionately focused on effecting change and has the ability to merge data and fact with intuition, imagination, and innovation in an effort to realize the possibilities rather than be content with the probabilities.
- **Dedicated Professional** who creates a supportive environment by modeling and expecting autonomy and accountability; who exemplifies ethics; who accepts and values the differences of others, exhibits empathy, and who has a sense of human wisdom, courage and compassion.
- **Inspiring Catalyst** who motivates and empowers others to become leaders and risk takers, and who acknowledges expertise, celebrates successes, and honors the lives of others.
- **Life-long Learner** who perpetuates self-motivated learning, and effectively drives transformation with continuous monitoring, evaluating, and adjusting.

MAJOR RESPONSIBILITIES AND DUTIES

- Coordinate and manage the implementation of ESL programs EC-12. Develop and support implementation of LISD's guaranteed and viable curriculum.
- Maintain timely communication with instructional staff.
- Support the alignment of written, taught, and assessed curriculum EC-12 content areas to meet the linguistic needs of multilingual learners
- Collaborate with curriculum teams and campus staff to align district curriculum and instruction initiatives and embed research-based best practices for student advancement.
- Serve as an active member and/or facilitator of district and community teams to advocate for multilingual students.
- Design, coordinate, and deliver targeted professional development focused on language acquisition strategies.
- Compile and analyze state and local ESL assessment data to coordinate, design and execute plans for instructional improvement in targeted areas.
- Partner with campus instructional staff to build instructional capacity across all campuses.
- Seek out and apply new learning in research, emerging trends, instructional strategies/materials, current technology, and district initiatives to improve curriculum and instruction for emergent bilingual students.
- Develop, implement and support parent partnership initiatives, district activities, and community involvement opportunities tailored for emergent bilingual families EC-12.
- Promote the district vision, initiatives and culture.
- Maintain confidentiality and handle sensitive information with discretion.
- Abide by district and state policies and guidelines including TELPAS, LPAC, and Title III coordination.
- Demonstrates regular and prompt attendance.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

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- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- None

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree in education or related field. Master's degree preferred.
- ESL or Bilingual certification required. Valid Texas Teacher Certification preferred, secondary preferred, Bilingual preferred.
- Minimum three years successful teaching experience
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Knowledge/Skills/Abilities:

- Knowledge of research-based instruction and curriculum development; Texas Essential Knowledge and Skills; subject matter effective instructional strategies and assessment; systems thinking and continuous improvement philosophy; and second language acquisition.
- Skill in communication, collaboration, professional development, computer and meeting facilitation.
- Ability to collect, analyze, and use data to improve student learning; self-direct, strong organizational skills; coordinate multiple tasks; and willingness to continue professional growth/development as needed to extend knowledge.
- Knowledge of second language acquisition.

Mental/Physical/Environmental Demands

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Needs to occasionally move about inside the office to access file cabinets, office machinery, etc.
- Constantly operates a computer and other office productivity machinery, such as a calculator, copy machine, and computer printer.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize own work schedule on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Ability to communicate with individuals utilizing a telephone, computer or other electronic device.
- Ability to compose material such as detailed reports, work-related manuals, publications of limited scope or impact and to make presentations outside of the immediate work area.
- Ability to compute, analyze and interpret numerical data for reporting purposes.
- Ability to make information presentations, inside and outside the organization.
- Ability to work in fast-paced, multi-priority environment.
- Ability to handle difficult conversations and deescalate employees, staff, and parents.
- Use standard office equipment including personal computer and peripherals.
- Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting.
- Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching.
- Occasional light lifting and carrying (less than 15 pounds).
- May work prolonged or irregular hours.

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- Frequent districtwide, statewide, and out-of-state travel.
- Work with frequent interruptions.
- Maintain composure and professionalism at all times.