



Position: Specialist

Assignment: Language Acquisition Specialist

Wage/Hour Status: Exempt

Reports to: Principal

Pay Grade: AP641/187 days

Dept./School: Learning & Teaching/Assigned Campus

Date Revised: Summer 2025

Primary Purpose:

Serve campus faculty and staff in a coaching and mentoring role to understand second language acquisition. Implement linguistic supports/methodology, and lead compliance and testing for emergent bilingual learner populations. Provide instructional and compliance support for campus personnel working with newcomer students. Empower campus-based faculty to provide students with best-practice instruction resulting in student mastery of language (ELPS) and the Texas Essential Knowledge and Skills (TEKS). Support campus staff in understanding and implementing culturally relevant teaching practice through LISD's Four Cornerstones.

Qualifications:

Minimum Education/Certification:

- Valid Texas Elementary Teacher Certification with ESL or Bilingual endorsement EC-6
- Bachelor's Degree from accredited university
- Minimum of five years of successful ESL or Bilingual classroom teaching experience

Special Knowledge/Skills/Experience:

- Demonstrates flexibility in adapting to change.
- Demonstrates high tolerance for ambiguity throughout the change process.
- Shows initiative in seeking solutions to problems.
- Initiates and sustains partnerships with campus leaders and the community.
- Projects credibility with students, staff, and community
- Leads and participates in re-designing student centered learning environments for emergent bilinguals.
- Adapts to changing deadlines and nature of assignments for emergent bilingual support
- Acts as a change agent in making engagement a priority for emergent bilinguals and as an advocate for emergent bilinguals and their families, teachers, and programs.
- Deep understanding of second language acquisition and sheltered instruction.
- Demonstrates understanding of the literacy needs of emergent bilinguals, beginner through advanced high levels, in a digital, global, and multicultural world.
- Demonstrates expertise in English Language Proficiency Standards (ELPS) and Texas Essential Knowledge and Skills (TEKS)
- Demonstrates innovative and engaging instruction that leads emergent bilinguals to profound learning and academic linguistic proficiency.
- Implements and models culturally relevant teaching and resources.
- Ability to implement research-based adult professional learning practices.
- Strong organizational, communication, and interpersonal skills.
- Knowledge of formative assessment practices and implementation.

- Effective coaching, problem solving, and conferencing skills
- Commitment to continual learning personally and collectively.

Major Responsibilities and Duties:

- Model innovative and interactive language lessons that encourage students to take cognitive and linguistic risks, combining technological tools for the 21st century
- Collaborate with teachers to design meaningful instruction with linguistic accommodations making content comprehensible for emergent bilinguals of all language proficiency levels through lesson planning, mentoring, and coaching
- Assist teachers in understanding their students' cultures and communities to effectively communicate with families about student achievement
- Participate in delivery of small group intervention instruction
- Assists the campus in developing and maintaining a systematic approach to LPAC and serving emergent bilingual students, including initial program enrollment, verification, LPAC minutes, PIEMS, reclassification, and end of year profiles
- Conduct periodic green folder audits for accuracy and update student language tracking sheet on a regular basis
- Assist the campus with offering ESL services to parents who have denied it in the past
- Assess students using the PreLAS, LAS Links, and ITBS for initial placement and the reclassification process ensuring accurate coding in the Skyward system
- Serve as an advocate for emergent bilingual students and their teachers
- Maintain a professional relationship with colleagues, students, parents, administration, and community members.
- Use effective communication skills to present information accurately and clearly on a regular basis to a variety of stakeholders.
- Participate in professional learning activities for professional growth in job-related skills specific to the areas of second language acquisition and research-based best practices for bilinguals.
- Attend all state and federal compliance updates and training.
- Deliver professional learning that meets student, campus, district, and state needs that supports LISD's Four Cornerstones.
- Keep informed of and comply with federal, state, district, and school regulations and policies in accordance with emergent bilingual services and programs to meet compliance standards
- Compile, maintain, and file all reports, records, and other documents required by the position for federal and state compliance
- Attend, prepare, and participate in LPAC, ARD/LPAC, MTSS, RTI, 504 and PLC meetings for emergent bilingual students as required to advocate for student's language acquisition needs and create opportunities for language learners' success
- Work synergistically with other program team members and campus-based staff
- Maintain stellar attendance and punctuality in daily work times, appointments, and meetings
- Meet task completion deadlines established by the Texas Education Agency (TEA), LISD program, and campus supervisors
- Demonstrate integrity and professional ethics
- Maintain a positive and professional tone in all communications (i.e., e-mail, written, and verbal)
- Present a professional image in grooming and attire in your service as a role model for all campus personnel.
- Assist district and campus administrators in developing a comprehensive English as a Second Language instructional coaching program to improve emergent bilingual learning and achievement aligned to the TEKS, ELPS, TELPAS, and STAAR

Mental Demands/Physical Demands/Environmental Factors:

- Personal computer and peripherals; standard instructional equipment
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

- Frequent walking
- Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment
- Work inside, may work outside, regular exposure to noise
- Maintain emotional control under stress; work prolonged or irregular hours; work with frequent interruptions.

OTHER: All employees are to follow district safety protocols and emergency procedures.

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. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Signature

Date

Print Name