



# STILLWATER AREA PUBLIC SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Dual Language Spanish Immersion Coordinator 1.0 FTE	<b>Department / Building:</b> Oak Park Learning Center
<b>Reports to:</b> Teaching & Learning Administrator	<b>FLSA Status:</b> Exempt
<b>Band/Grade/Subgrade:</b> C52 (240 days/yr)	<b>Bargaining/Work Unit:</b> CSS
<b>Position Last Updated:</b> 3/2026	<b>Next Position Description Update:</b>

### SECTION II: JOB SUMMARY

The Spanish Immersion Coordinator is responsible for working under the direction of the teaching & learning district leadership in consultation with immersion building principals by providing coordination of the K-8 Spanish immersion programs. This position involves supporting the effective implementation of the program, working collaboratively with the school principals, supporting teachers and students, creating and implementing professional development for immersion staff, fostering cultural competency, and enhancing the learning experience in a bilingual environment. The coordinator will collaborate with administrators, staff, and stakeholders to promote the program and address challenges as they arise.

Occasional evening hours may be required for meetings, family events, or professional development.

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b> Program Coordination & Support
<b>Percent of Time:</b>	50%	

#### Tasks involved in fulfilling above duty/responsibility:

- Support the daily operations of the K-8 Spanish immersion program, ensuring that the program's objectives are developed and met.
- Support the development and implementation of immersion-aligned, curricula and instructional strategies to support the Spanish immersion model.
- Ensure that language and cultural immersion opportunities are effectively integrated across all subjects.
- Coordinate schedules and ensure the implementation of the program that is aligned with the Stillwater Public School District's vision of the program
- Support curriculum alignment with state standards, district guidelines, and immersion program goals.
- Develop and adapt resources and professional development to support teachers in the Spanish immersion setting.

- Stay updated on research, trends, and best practices in bilingual education and language immersion.

<b>Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b> Teacher & Student Support
<b>Percent of Time:</b>	20%	

**Tasks involved in fulfilling above duty/responsibility:**

- Provide/assist with professional development and training to Spanish immersion teachers on best practices, pedagogical strategies, and language acquisition techniques.
- Provide instructional support and collaborate with building leadership on teacher development.
- Foster collaboration among Spanish immersion teachers and other staff to enhance the program.
- Coordinate communication and documentation related to the program.
- Work with, collect, and analyze data on student achievement, language proficiency, and program outcomes.
- Use data to inform decisions regarding curriculum adjustments, teaching strategies, and student support.
- Compile and share program data and recommendations with administrators, school boards, and other stakeholders.
- Monitor student progress in language acquisition and academic performance.
- Collaborate with teachers to identify students who may need additional support and implement strategies for success.
- Ensure that data(s) are used frequently to shape and inform the work/ program structure.
- Advocate for students' needs and address language immersion challenges appropriately.

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b> Family and Community Engagement
<b>Percent of Time:</b>	20%	

**Tasks involved in fulfilling above duty/responsibility:**

- Act as a point of contact for parents and guardians in consultations with the Principals.
- Act as support for planning workshops, meetings, and events to inform families about the benefits and structure of the program.
- Support cultural awareness and understanding among families, supporting the integration of the Spanish language and culture into the school community
- Promote cultural competency and an appreciation for diverse backgrounds within the Spanish Immersion program district-wide.
- Foster an environment where students can explore the Spanish-speaking world through cultural activities, celebrations, and field trips.

<b>Duty/Responsibility No:</b>	4	<b>Statement of duty/responsibility:</b> Other projects as assigned
<b>Percent of Time:</b>	5%	

**Tasks involved in fulfilling above duty/responsibility:**

- Performs other job-related duties as requested or assigned.

*This job description is intended to outline the general nature and key responsibilities of the role. It is not an exhaustive list of all duties, responsibilities, and qualifications required. The District reserves the right to modify, add, or remove duties as necessary.*

## SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Strong knowledge of second language acquisition theories and methods.
- Excellent communication and interpersonal skills, with the ability to collaborate effectively with teachers, administrators, students, and families.
- Strong organizational skills and attention to detail.
- Ability to assess and analyze student data to drive program improvements.
- Experience with Dual Language Spanish Immersion programming.
- Fluent - Native speaker level. (Bilingual, Biliterate, and Bicultural).
- Demonstrated broad experience in multiple delivery methods of Dual Language Immersion programs.
- Familiarity with curriculum development and educational technology tools.
- Experienced in relevant data collection and implementation of necessary changes to enhance programming.
- Commitment to a growth mindset in all aspects of programming.
- Ability to manage multiple projects simultaneously and work under deadlines.

## SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Bachelor's degree in Education, Spanish, or a related field (Master's degree preferred).
- Valid teaching license in an appropriate field

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## SECTION VI: EXPERIENCE REQUIREMENTS

- Proficiency in Spanish ( reading, writing, speaking, listening).
- Experience in bilingual education and/or language immersion programs

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of learning, environment, and resources.

## SECTION VIII: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: <i>N=Never</i> <i>O=Occasionally (1-33%)</i> <i>F=Frequently (34-66%)</i> <i>C=Consistently (67-100%)</i>			
Demands		Demands	
<i>Physical</i>		<i>Lifting/Carrying</i>	<i>Exposure to Environ. Conditions</i>

Standing	O	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	N
Walking	O	Up to 25 pounds	O		
Sitting	C	Up to 50 pounds	N	Toxic chemicals	N
Talking in person/on the phone	F	Up to 75 pounds	N		
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	F	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	F	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	N	Quiet (i.e., private office)	N	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e., business office with typewriters/ printers, light traffic)	O	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	N				Extreme heat (non-weather)
Stretching/reaching with hands & arms	O	Loud noise (i.e., many children laughing & playing, large earth moving equipment)	N	Varying weather conditions	N
				<b>Sight</b>	
Distinguishing smell	N	Very loud noise (i.e., jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	O
Distinguishing temperature	N			Looking at computer monitor	C
Traveling by automobile	O			Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O