POSITION GOAL(S):
The primary goal of this position is to provide content and language development support to ELL teachers in an effort to improve academic achievement for ELL/DL students. Specifically, it is to raise the level of literacy and biliteracy instruction at our ELL/Dual Language schools by supporting classroom teachers in identifying and sustaining best practices in ELL/Dual Language classroom. The ELL/Dual Language Instructional Coach will support and provide professional development services in the areas of teaching for literacy/biliteracy, standards-based instruction for emergent bilingual students, culturally and linguistically responsive instruction, as well as dual language curriculum alignment development and implementation for dual language teachers. The ELL/Dual Language Instructional Coach will be under the immediate direction of the ELL Director. This is NOT a supervisory position and DOES NOT include evaluation of colleagues.

JOB DUTIES / ACCOUNTABILITIES:

1. Provide individualized and classroom-based support to elementary and secondary ELL/dual language teachers in implementing research-based culturally and linguistically relevant instructional strategies and methodology, which includes providing intentional support and follow-up to newly hired ELL/DL teachers based on specific goals outlined by the ELL Department
2. Provide direct support related to dual language implementation across the elementary and secondary levels, including but not limited to, the middle school Humanities Block and High School Spanish Language Arts Curriculum Framework and aligned instructional resources within the learning environment
3. Provide classroom-based demonstrations/modeling, grade level articulation and one-on-one interactions to facilitate teacher inquiry and related job-embedded professional development aimed at high quality bilingual/biliteracy instruction
4. Support teacher practice based on identified next steps and mutually agreed upon objectives established during the TAP process between the ELL Coordinators/Building-level administrators and the teacher, as needed/per request
5. Support the alignment of the elementary Integrated Curriculum with the ELL Horizontal Map and identified adopted/supplementary ELL resources
6. Engage in collaborative planning of ELL/dual language Department/District-based professional development focused on socially, developmentally, culturally and linguistically responsive pedagogy and instruction
7. Participate fully in professional development opportunities, stay current with ELL/dual language professional research and literacy publications, and attend job-related workshops and conferences
8. Provide professional development in collaboration with other ELL/DL Instructional
Coaches, District Teacher Leaders, other District coaches and/or ELL Department Coordinators in support of Department/District professional growth initiatives (including, for example, DCDs, PPDs, Dual Language Teacher Academy, after-school sessions, and during the summer, as needed)

9. Provide professional development to support ELL administrators as they set up structures for teachers to implement district literacy programs aimed at improving student outcomes in literacy/biliteracy, including but not limited to the middle and high school Spanish Language Arts Curriculum Framework and aligned instructional resources within the learning environment

10. Participate in C&I and/or curriculum writing committees (Departmental or District-wide) in order to represent the ELL/DL voice and ensure ELL/DL student best practices, strengths and needs are at the forefront of conversations/discussions in creating new curricular initiatives

11. Establish a cooperative working relationship with the Department, school administrators, teachers, and District staff

12. Actively engage in meetings with the ELL Department, ELL/DL coaches, and/or other T&L groups as deemed appropriate for supporting the job responsibilities within this role.

13. Maintain and respect confidentiality

14. Perform related duties as assigned by the ELL Director

EXPERIENCE / KNOWLEDGE:

1. Demonstrate a strong knowledge in fundamental principles of ELL/dual language teaching and learning.

2. Demonstrate in-depth knowledge of reading and writing processes, assessment, and instruction for emerging bilinguals at the elementary and secondary level.

3. Demonstrate outstanding communication, presentation, and facilitation skills in English and Spanish.

4. Demonstrate knowledge of academic and language progress monitoring and analyzing benchmark assessments.

5. Demonstrate computer literacy.

6. Demonstrate the ability to research online resources and to synthesize and present information from those resources to enrich ELL/dual language teachers’ instructional practices.

7. Demonstrate expertise in selecting and implementing instructional materials for emergent bilinguals/Dual Language students.

8. Demonstrate the ability to design and facilitate professional development that reflects knowledge of effective instructional practices.

9. Demonstrate strong organizational skills and efficiency in meeting deadlines.

10. Demonstrate professionalism by managing time effectively, working with different stakeholders (administrative staff, teachers, other coaches, and students), and engaging in continuous learning.

EDUCATION:

1. Professional Educator License (PEL) with Bilingual and ESL endorsement required.

2. Master's Degree with middle school or high school endorsement and Reading endorsement preferred.

3. Minimum of 3 years of successful teaching experience in the grades to be served.

4. Evidence of experience with and leading colleagues in using fundamental principles of
literacy teaching and learning, such as, but not limited to: reading/writing workshop theory, research and structure, knowledge of Spanish Language Arts Common Core State Standards, English Language Arts CCSS, WIDA’s Spanish and English Language Development Standards, formative and summative assessment practices, progress monitoring, data-driven decision making, literacy curriculum development and implementation, and effective management practices.

5. Success in working with adults, including modeling effective classroom practices for students in front of groups of teachers and leading teachers in professional development sessions that support reflection and goal-setting.

6. Expertise in modeling, observing, and providing feedback about instruction for classroom teachers and building literacy coaches.

7. Experience and training in best practice instruction for emerging bilinguals, gifted/talented students, and students at risk of school failure.

8. Strong knowledge base of and experience working with emerging bilinguals.

**PHYSICAL DEMANDS:**

1. Ability to stand and/or sit for prolonged periods of time.

2. Occasional physical exertions to manually move, lift, carry, pull, or push heavy objects or materials.

**TERMS OF EMPLOYMENT:**

This is a Nine-month position. Salary and benefits as established by the Board of Education.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of support service personnel.

**JOB DESCRIPTION CREATION / REVISION DATE:**

Employee Signature: ________________________________ Date: _____________

Supervisor Signature: ________________________________ Date: _____________