



CERTIFICATED JOB DESCRIPTION

Board approved: June 7, 2021

TEACHER ON SPECIAL ASSIGNMENT – ENGLISH LEARNER COORDINATOR

General Definition:

The Coordinator assists the principal in administering, monitoring, and implementing district and school-wide initiatives that support English Learners. Provides leadership and support for the staff and collaborates with administrators and instructional staff in assuring that effective Structured English Immersion (SEI) practices are occurring in classrooms supporting English Learners; guides the staff in the process of using relevant data to arrive at informed choices in making and adjusting instructional decisions and practices; and assists the principal in administration and supervising the instructional program by assisting teachers in their classrooms through demonstrations, modeling, peer observations and active discussions of student data and student work. Meets with teachers individually and in small groups, curriculum teams, departments, grade levels, and professional learning communities to support instructional and intervention programs.

In order to effectively train and support other teachers in the implementation of Structured English Immersion, the Coordinator must be committed to:

- The collection of accurate and applicable school and student data
- Making data-based instructional decisions regarding student needs
- Teaching and modeling appropriate SDAIE (Specially Designed Academic Instruction in English) strategies that include differentiation and intervention
- Working closely with administration, curriculum, and instructional staff to ensure high fidelity implementation of the state adopted programs

Employment Term:

Annual certificated contract days plus 10 extra days

Salary:

Appropriate placement on the certificated salary schedule

Supervision From:

Site Principal/Designee

Qualification Requirements:

Education and Experience

- A minimum of five years of secondary teaching or counseling experience directly serving English Learners required.

- Experience implementing Structured English Immersion (SEI) and English Language Development (ELD).
- Masters Degree in Education from accredited college or university preferred.
- Experience administering and interpreting English Language Proficiency Assessments for California (ELPAC).
- A strong background in effective implementation of intervention strategies including SDAIE
- A candidate fluent in Spanish is preferred.

Certificates and Licenses

Current valid California teaching credential with Bilingual Authorizations and/or Pupil Personnel Services credential (school counseling credential). Must possess a valid First Aid Card and CPR certificate. Valid California drivers' license and evidence of insurance, TB, and criminal justice fingerprint clearance.

Other Skills and Abilities

- Possess an in-depth understanding of English Learner services and intervention principles and processes
- Must possess excellent assessment, data analysis, case management, crisis intervention, interpersonal, and communication skills
- Must possess the ability to establish and maintain effective working relationships with students, parents, staff, and outside agencies
- Must possess the following skill-based competencies to satisfactorily perform the function of the position: analyzing; effective listening; facilitating meetings; guiding others; instructional techniques; managing projects/programs; monitoring activities; planning; problem-solving; and supervision

DUTIES AND RESPONSIBILITIES:

1. Serves as a case manager for English learners; that includes the following:
 - Scheduling intake meetings for new EL students
 - Administering ELD benchmark assessments and the SEL screener every 8 weeks
 - Supports counselors in the 4 year plan creation and review
 - Responsible for the creation of and maintenance of site-based para-professional schedules
 - Facilitates regular EL team meetings of site-based service providers
 - RFEP progress monitoring and facilitation of annual meetings
 - Monitoring LTELs
 - Monitoring EL progress towards the Seal of Biliteracy
2. Coordinates and facilitate ELPAC testing
3. Coordinates ELAC elections and a minimum of one meeting annually
4. Coordinates and participate in International Parent Night
5. Tracks the use of English learner services across campus (SEI, ELD, EL tutoring, etc.).
6. Assists teachers in building interactive classroom environments focused on content and instructional strategies that are supportive of English learner student engagement and promote student success.
7. Coordinates the collection of accurate and applicable data relating to the academic and social-emotional performance of the site's English learners. Compiles this data quarterly and annually to evaluate the

effectiveness of intervention strategies.

8. Supports the development of a strategic set of intervention systems/supports and ensures timely access to interventions based on student needs.

9. Provides on-site professional development to ensure that teachers are knowledgeable about core and intervention program components and understand the instructional design of how the program meets the standards.

10. Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for English learners, including those with disabilities and with diverse learning needs.

11. Participates in collaborative department meetings (professional learning communities) to assist in the analysis and utilization of assessment data to improve student achievement.

12. Participates and supports counselors in site committee meetings, student study team meetings, Section 504 Plan and Individual Education Program meetings, and other meetings within the school and district, when directly applicable to English learners or suspected English learners.

13. Assists with the development and implementation of district policies outlined in the English Learner Master Plan.

14. Works with District personnel and site staff, both in regular and special education, to increase their understanding of English learner programs and supports.

15. Monitors English learners' academic progress and social/emotional needs and collaborates with site staff to integrate research-based interventions for at-risk ELs, who are unresponsive to Tier I strategies.

16. Observe English learner students in the instructional environment and helps teachers identify appropriate intervention strategies; identify and remove barriers to intervention and assists teachers with the implementation of identified interventions.

17. Helps coordinate the referral process for families and students to special in-district and out-of-district services, specifically for those students who are or suspected to be "forcibly displaced" (e.g. homeless, foster youth, STARS).

18. Participates in or leads meetings, workshops, and seminars with employees new to the district.

19. Assists staff in providing the best possible learning environment for all students.

20. Collaborates with others (e.g. teachers, counselors, administrators, students, parents, other District personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.

21. Maintains a variety of detailed records in a variety of written and electronic formats including services provided for students.

22. May be assigned to teach EL intervention curriculum.

23. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.

24. Other related duties as assigned.

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lb. such as boxes of books. The employee is directly responsible for the safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and staff.

Work Environment:

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

The noise level in the work environment is moderate to loud.