

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

COORDINATOR, TK-12 LANGUAGE ACQUISITION INSTRUCTIONAL SUPPORT

DEFINITION

Under the direction of the Director, English Learner and Support Programs, plan, implement, and evaluate all aspects of TK-12 Programs for English Learners including compliance, curriculum development, and professional development; oversee all testing related to English Learners; conduct program evaluations and make recommendations for modifications based upon data analysis; work with the Director to evaluate all aspects of support related to the District's English Language Development and Language Immersion(LI) programs; work collaboratively with the Curriculum Specialist, Principals, and Director of English Learner Services to provide coherent and seamless TK-12 English Learner supports and structures.

EXAMPLES OF DUTIES

- Support school administrators in meeting the needs of English language (EL) learners by identifying program needs (e.g. instructional materials and equipment) and assisting with the organization and scheduling of classes.
- Oversee all programs related to EL students including designated ELD, integrated ELD in the content areas, Language Immersion (LI), and supplemental technology programs.
- Confer with teachers as needed, providing guidance and mentoring regarding best-instructional practices and ELD/SDAIE strategies.
- Facilitate the selection of instructional materials for all EL and LI programs.
- Support language proficiency testing (e.g. CELDT) in order to identify students that qualify for English Language Development programs; coordinate and provide training related to CELDT.
- Work with the Director, English Learner and Support Programs, EL Task Force and LI parent advisory to conduct on-going program evaluations.
- Analyze state and district assessment results and make recommendations to the District regarding program modifications based upon data.
- Provide professional development for principals, assistant principals, and teachers as needed.
- Visit classrooms and school sites on a regular basis to provide support to teachers and site administrators related to meeting the needs of EL students.
- Plan and facilitate District-level meetings, including DELAC and provide support to sites related to ELAC meetings.
- Monitor implementation of the District's EL Master Plan and make recommendations for revisions based upon District need and/or new compliance requirements.
- Plan and facilitate monthly meetings for EL Advisors, Language Immersion principal meeting, Language Immersion teacher articulation and professional development meetings.
- Participate in meetings, workshops, trainings, and seminars in order to convey and/or gather information.
- Oversee the EL and LI components of new teacher support.
- Attend county and state meetings as required.
- Perform other duties as assigned.

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QUALIFICATIONS

Knowledge of:

Principles of public school administration; innovative practices in the field of English Learners, Title III programs, Language Immersion Programs, of state and federal guidelines and requirements for EL programs; assessment and evaluation instruments and their appropriate implementation; CA ELA/ELD Framework, the Common Core State Standards, and CA ELD Standards and their application across the K-12 continuum; Multitier Systems of Support; differentiating instruction to meet diverse learning needs; instructional strategies and supports for students acquiring an second language; Professional Learning Communities.

Ability to:

Plan, organize, and coordinate all aspects of Services for English Learners as outlined in the current CUSD Master Plan for English Learners; communicate effectively both orally and in writing; train teachers, administrators, and classified staff in current language acquisition theory and strategies for classroom integration, instruction, and assessment of student language development; prepare and present clear reports; analyze CELDT results and other data. Use and demonstrate strategies and instructional practices that have been shown to increase student achievement, engagement, and innovation; develop, write, and evaluate professional development; stay current on English Language Development trends as well as state standards, and state and federal guidelines regarding services for English Learners; work independently; coordinate trainings including planning, scheduling, communicating, and conducting or observing; coach others in English Language Development; work with teachers in coaching or curriculum development roles to ensure services for English Learner integration is a part of District coaching and curriculum development; adapt to a new District culture and conduct professional development based on that culture; innovate; be flexible in the face of constantly changing work demands; be a team player and passionately communicate the District vision and the belief in **all** students' ability to learn, grow and achieve.

Experience:

A minimum of four years teaching experience, two years integrating and supporting Language Learners in a teaching environment is required. A minimum of three years curriculum development or staff development experience is preferred. Experience presenting at local, regional, or national level is preferred. Experience training teachers in ELD instruction and compliance is preferred. Experience writing curriculum for designated or integrated ELD is preferred. Demonstrated mastery of content standards and ELD standards shown through professional experience or certifications. Experience with Language Immersion programs is preferred.

Education:

Valid California teaching credential; Administrative Services Credential, and Bachelor's Degree required. Master's degree in related area or postgraduate educational coursework preferred.