



DEER VALLEY

Unified School District

JOB DESCRIPTION

Job Title: **EL Learner Coordinator**

Position Type: Exempt	Department: Curriculum, Instruction & Assessment
Salary Schedule: Exempt	Reports to: Deputy Superintendent of CIAS
Salary Range: 5	Location: District Office
Term of Employment: 12 months	Date: June 12, 2023
Shift: Day	Approved by: Human Resources

POSITION SUMMARY:

To provide instructional staff members with strategies, tools and techniques to effectively teach and provide a guaranteed and viable curriculum to English Language Learner students. Monitor the program for compliance in accordance with state and federal laws and regulations. The English Language Learner Coordinator shall serve as a liaison between schools and the district.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Leads and coordinates the development and implementation of district programs and services for English learners.
- Leads, coordinates, develops, and delivers appropriate staff training for English learner programs.
- Coordinates all assessment and placement of English learners based on federal, state, and district requirements with the district test coordinator.
- Collaborates with principals to implement and comply with state and federal regulations.
- Ensures compliance with all applicable statutes and regulations by remaining informed, interpreting requirements to appropriate teaching and administrative staff, and monitoring department operations and activities for compliance.
- Oversees the development and distribution of English learner documents and communications to the public.

- Provides technical assistance to teachers and administrators in the analysis and interpretation of student data related to learning, achievement, and to designated content areas.
- Manages supplies and textbooks
- Attends professional conferences/staff development to improve teaching performance.
- Attends ADE meetings related to administration of Title III, SEI, EL programs, and AZELLA.
- Assists Student Support Services personnel in AZELLA related administration, including AZELLA training for paraprofessionals.
- Serves as LEA contact to ADE OELAS office.
- Provides professional development for staff related to district goals that promote collaboration and inclusion of ELs.
- Applies knowledge gained from professional development activities
- Coordinates committee work in curriculum and assessment development and other areas as designated.
- Supports the teaching, learning, and assessment of the State Board adopted English Language Proficiency Standards (ELP).
- Provides instructional support by: formal and informal discussions with individual teachers; coaching; co-planning; demonstration lessons with pre and post discussion/analysis; co-teaching; study groups; staff meetings; professional development workshops/in services and lesson studies.
- Provides ELD instructional support by locating, developing and providing needed curriculum resources.
- Works collaboratively with the Manager of Federal Grants in order to complete and implement Title III, SEI, and Emergency Immigrant funding.
- Attends specific meetings which affect the curriculum, instruction, and assessment of grades K-12; prepares reports as needed.

PROFESSIONAL DEVELOPMENT

- Contributes to District level work teams and committees, providing a content-specific focus.
- Provides state required Arizona English Language Learner Assessment (AZELLA) qualification and reassessment training for staff.
- Designs and achieves a yearly professional development plan in conjunction with the primary evaluator.
- Helps to design and implement professional development plans and/or assists teachers in achieving their goals.
- Actively participates with other teachers in regularly scheduled professional development to enhance leadership capacity.
- Provides professional development for staff that is related to district goals that promote collaboration and inclusion of ELs in classroom instruction.
- Utilizes data to determine adult learning priorities.
- Teaches additional district professional development courses (some evenings and Saturdays required).
- Conducts regular meetings with curricular teacher leaders at the school level.

- Displays understanding of the different approaches to adult learning and aligns them with professional learning goals.
- Coordinates, supports and provides training for district assessment administration in the subject area of responsibility.

Professional Knowledge & Skills:

- Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
- Displays pedagogical knowledge as outlined in the Arizona Educational Technology Standards.
- Demonstrates knowledge of the alignment of curriculum with Arizona Academic Standards.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
- Persists in seeking effective approaches for students and staff who need help.
- Has an accurate impression of the lessons' effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Effectively determines and clearly communicates instructional goals.
- Remains current with legislative actions that relate to the content area.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Utilizes technology in developing curricular, instructional, and assessment strategies.
- Grows and develops professionally through reading, research, conference/workshop attendance, and other opportunities to enhance knowledge of curriculum, instruction and assessment.
- Embeds knowledge and skills gained from professional development activities in professional development to support teachers in improving student achievement.
- Uses the professional day in a purposeful and productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds to all stakeholders in a competent and timely fashion.
- Communicates the mission, vision, core values, and goals of DVUSD in multiple ways to all stakeholders.
- Works to develop a repertoire of leadership strategies.
- Applies district policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, Special Education).
- Demonstrates receptivity to ideas, challenges, and concerns presented by stakeholders.
- Must meet any additional specific job requirements as indicated by the district.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Evaluates any assigned teachers and classified staff.
- Conducts classroom walkthroughs.
- Interviews and recommends for hire both certified and classified staff.
- Trains employees in district, state, and federal compliance as well as best practices for English learners.
- Collaborates with teachers in contact with Instructional Assistants of duties, responsibilities, and evaluation of work performance in accordance with the organization's policies and applicable laws.
- Observes EL Support Technicians, EL Teacher Specialists, and EL Instructional Assistants who complete AZELLA assessment and state and federal compliance.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates knowledge of state and federal laws regarding EL students.
- Demonstrates knowledge of appropriate assessment, placement, instructional, and transition processes for students
- Demonstrates knowledge of best practices/strategies for teaching EL students.
- Demonstrates excellence in working with students and adults and a commitment to professional collaboration.
- Demonstrates knowledge of state assessments, district assessments and formative assessments.
- Demonstrates the ability and desire to provide outstanding customer service.
- Effectively uses technology as a tool for planning and implementing instructional strategies and professional development.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must have proper certification.
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must have endorsement in the subject area.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Must have an SEI endorsement
- Master's degree in K-12 administration preferred, with a minimum of five years effective teaching experience with English learner populations.

- Secondary (7-12) teaching experience preferred.
- ESL or Bilingual endorsement preferred

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to explain mathematical concepts in a variety of ways.
- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.