

COORDINATOR FOR ENGLISH LANGUAGE DEVELOPMENT SERVICES

Classification: Administrative

Location: District Office

Reports to: Executive Director

FLSA Status: Non-Exempt

Bargaining Unit: NCAA

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Leads and assist in planning, directing, and coordinating all functions of the English Language Development Program (ELD) including: ELD curriculum and instruction; assessing the need for and ensuring student access to ELD support; communicating with and engaging parents and community members in ELD support; managing compliance with local, state, and federal requirements for ELD programs and support.

Part II: Supervision and Controls over the Work:

Serves under the administrative supervision of the district administrator responsible for ELD Programs. Is held responsible for results in terms of effectiveness of planning, compliance with policies, and programs, and contribution to achievement of district and department goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with federal, state and local regulatory agencies.

Part III: Major Duties and Responsibilities:

1. Program Operations:

- a. Assists in developing a program of ELD support that meets the needs of all ELL students consistent with District goals and state and federal requirements.
- b. Assists in the strategic planning, goal setting, and visioning involving all stakeholders. Assists in marketing and gaining support for the vision.
- c. Assist with planning, articulating and conducting the professional development program for all instructional and administrative staff in the ELL program and ELL instructional and assessment practices.
- d. Participate in managing program compliance to include letters of notification, testing, service minutes, exiting, monitoring, and communication of processes and procedures to staff, students, parents, and the community.
- e. Plan and deliver training to a variety of audiences in ELL programs and procedures.

- f. Leads and assist with collection, analysis, and communication of data concerning ELL services and students to stakeholders. Provides leadership in working with school administrative teams to analyze data to inform best practices and develop systemic responses to improve academic and social growth for students.
2. Staff Supervision: Assist Director in all aspects of staff supervision to include:
 - a. Assist in recruiting and assigning staff.
 - b. Evaluate the need for, develop, and deliver staff training.
 - c. Foster effective teaming and collaboration within the staff and other departments in service of English Learners, (Special Education, Title 1, Teaching and Learning, Interpretation and Translation).
 - d. Create effective communications with staff to assure that all staff is timely and effectively informed of department policies, issues, guidance, and operational requirements and expectations.
 - e. Work closely with staff to resolve conflict and collaboratively work together to seek solutions and resolutions.
3. Customer Service and Communication: Leads and assist in creating a customer service culture that assures the operational program is responsive and sensitive to the needs of students, patrons, and school staff. Leads and assist in creating a welcoming environment and providing flexibility to respond to the needs of customers. Leads and assists in preparing school and parent communications. Responds to school and parent inquiries.
4. Accounting and Budgeting: Participates in department budget preparation, and in assuring that the department operates in conformance with the approved budget and financial control requirements as directed by the Executive Director.
5. Program Evaluation, Analysis and Feedback: Leads and assists in periodic assessment of program effectiveness and/or changing needs. Assists in supporting schools with strategies and tools to effectively monitor the needs of English Learners (state assessments, grades, on track for graduation).
6. Leadership: Serve as an alternate (to the Executive Director, or Associate Director – if requested) district representative at district, regional, state and federal meetings or events.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Possess or ability to obtain Oregon administrative license.
2. Incumbents must have successful experience in working with culturally and linguistically diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
3. Master's degree in education, or related field, with substantial study in English Language Development programs. Possesses or able to obtain Oregon administrative license.
4. Minimum of five (5) years of progressively responsible experience in English Language Development programs which included responsibility for developing and delivering and/or supporting teacher and staff training.
5. Skills in developing and maintaining relationships with a diverse community.
6. Strong understanding and history of successful customer service and ability to establish and maintain effective relations with patrons and staff.
7. Effective oral and written communications; strong analytical ability, and the ability to prepare efficient and effective studies and reports.
8. Ability to work both independently and cooperatively.
9. Ability to organize work, set priorities, and meet deadlines.
10. Demonstrated supervisory ability in observing, evaluating, and developing teachers and support staff.

Part V: Desired Qualifications:

Bilingual ability in language(s) appropriate to the District's student and parent demographics.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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 sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.

The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

May be exposed to infectious disease when assisting directly in student transportation.