



# SPECIALIST

## CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION COORDINATOR

### JOB DESCRIPTION

**JOB TITLE:** Specialist - CLDE Coordinator (Title III)  
**REPORTS TO:** Director of CLDE | Schools  
**LOCATION:** Education Support Services

**FLSA STATUS:** Exempt  
**PAY GRADE:** ADM-03  
**DAYS:** 260  
**JOB ID & DATE:** ADM-43 | July, 2023

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### JOB PURPOSE SUMMARY

Title III CLDE Support Coordinator/ Coach: will support district staff and families in the understanding and implementation of ELD services and programming of ML students. 1) Meet with parents to provide understanding of the CLDE Process/Compliance/Policy and Procedures in district 2) Assist CLDE teachers with MLPs, Monitor Plans and Exit Plans and ensure state testing accommodation and accessibility features are documents in all plans. 3) Research and analyze all student data individually for instructional information to support the MTSS process for MLs 4) Liaison to Special Education Department: assist in the review of all dually identified ML/SpEd student's IEP and ELPs to ensure appropriate services and accommodations are provided and documented in plans, 5) CLDE Liaison to community outreach services and refugee support services.

### REQUIREMENTS

#### Education Level Details

Master's degree in Education or related field.

#### License / Certification Required

Colorado Principal License  
Colorado Teaching License  
Colorado CLDE Certification

#### Work Experience Required

Minimum of three years of experience as a teacher  
Minimum of five years of successful leadership experience in CLDE

#### Other Skills and Abilities Required

Demonstrated leadership skills  
Ability to problem solve, think critically and manage conflicts  
Ability to collect, analyze and use multiple sources of data  
Strong organizational, and strategic planning skills  
Strong communication and interpersonal skills  
Strong interest in urban education and driving improvement in student achievement  
Work collaboratively to build consensus while also delivering exceptional results  
Ability to inspire, manage and collaborate with a wide variety of internal and external stakeholders at all levels  
Be flexible, resilient and adaptable to changing priorities  
Knowledge and expertise in writing grants

## **FUNCTIONS, ESSENTIAL DUTIES AND RESPONSIBILITIES**

### Major Responsibilities

- Serve as the CLDE liaison between the Special Education department and Dually Identified ML/Sped students and families.
- Utilize a variety of methods to improve teaching , i.e., monitoring data, focused dialogue, collaborative planning, action plan implementation, providing professional development to support dually identified SpEd/ML students and families.
- Develop, implement and evaluate Individual Multilingual Learner Plans and Monitor Plans
- Monitor student data and identify areas of improvement for instructional focus. Use this information to provide individual support to CLDE teachers
- Collaborate with campus staff to facilitate systemic change and sustainability of district initiatives to support CLDE families

### Instructional Professional Development

- Arrange professional development activities for school staff, parent liaisons, and parents in the district that promotes active parent and community engagement
- Maintain professional development in content areas, knowledge and expertise, identify current trends, and provide current information to content area teachers to inform instruction.

## **CONTENT SPECIFIC RESPONSIBILITIES**

### English Language Development (ELD)

- Assists the staff and administrators to monitor, refine, and promote the ELD plan and the K-12 biliteracy program within the school, with parents/guardians, and in the greater community.
- Supports the process to identify emerging bilingual students at all grade levels, including review of students to monitor progress.
- Assist teachers to develop and provide emerging bilingual students with appropriate instruction through curriculum modification, acceleration, adaptation, etc.
- Supports continuing evaluation of the bilingual and ELD program and implement changes based on findings.

### Special Education Compliance

- Monitors IEP paperwork completed by campus personnel for Dually Identified ML/Sped Students.

- Maintains current state assessment rosters for Dually Identified ML/Sped Students.
- Maintains systematic communication between special and general education personnel with respect to IEP meetings, student accommodations, and instructional concerns and progress for Dually Identified ML/Sped Students.

#### Multi Tier Support Systems (MTSS/RTI)

- Supports with district and school staff to develop, implement, monitor, and evaluate district-wide MTSS systems and evidence-based practices within an MTSS framework for Multilingual Students.
- Coaches and mentors educators to ensure consistent use of MTSS practices for addressing academic and behavioral needs of students through tiered instruction/interventions, Student Support Teams (SSTs), and MTSS processes.
- Supports professional development to enhance and improve system-wide MTSS implementation.

#### Personnel Management

- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

#### Communication

- Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.

#### Compliance

- Participate in staff development activities to improve job-related skills.
- Compile, maintain, and file all reports, records, and other required documents.
- Attend administrative, Board of Education meetings, and other required events

#### Budget and Resource

- Develops, approves and monitors grants.

#### Policy, Reports, and Law

- Comply with policies established by federal and state law, State Board of Education rule, and local board policy.
- Comply with all district and campus routines and regulations.
- Perform other duties as assigned by the summer school principal and the Superintendent of Schools.

### **SUPERVISORY RESPONSIBILITIES**

Supervise Title III – CLDE Support Parent Engagement staff / Support and Technical Staff: ST4 Step 1

### **PHYSICAL REQUIREMENTS/WORKING CONDITIONS**

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**Physical Demands:** While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 40 pounds.

**Work Environment:** While performing the duties of this job, the employee will work primarily in offices, hallways, gyms, classrooms, bathrooms, shops, playgrounds, cafeterias, portable buildings and pool environments. The Employee may be required to work from a remote location in the event of a district shut-down or other event. Employee may be required to work extended hours including evenings, weekends or during district scheduled holidays.

**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

Employee Printed Name: \_\_\_\_\_

Employee ID Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_