Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**Teacher on Special Assignment: Dual Language Immersion**
Department:	Educational Services
Reports to:	Site Principal / Assistant Superintendent of Educational Services

SUMMARY

Responsible for coordinating the planning of instruction and/or adaptation of the education program to enable students to benefit from educational experiences. Planning and adaptation of instructional materials will be done in English and Spanish to support students in the district Dual Language Immersion (DLI) program. Coordinates the overall implementation of effective practices of a DLI program at a school site.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinates initial student assessment and placement of students in the DLI program (preLAS).
- Serves as a point of contact for parents and the community related to DLI. Addresses questions and concerns.
- Coordinates the administration of all Spanish Language state tests (California Spanish Assessment - CSA) for 3rd grade and up.
- Tracks and analyzes DLI student and DLI teacher data to identify trends and needs for student and teacher support/resources and to inform decision-making.
- Assists teachers with the administration of district assessments as needed.
- Researches assessments for monitoring reading/language acquisition progress.
- Maintains an inventory of materials and equipment specific to DLI and monitors curriculum orders.
- Develops and maintains a list of community resources (e.g. available speakers, venues for field trips) that can facilitate authentic use of the target language.
- Develops and maintains an understanding of the DLI curriculum and researches supplemental materials and resources.
- Facilitates regular DLI staff collaboration meetings to discuss new research, study student work, articulate curriculum across grade levels, and plan professional development activities.
- Ensures that program communications remain up to date (school/district website, videos, brochure).
- Schedules, organizes, and facilitates parent meetings related to the DLI program for the purposes of recruitment and information.
- Coordinates and facilitates school site visits by prospective families and community stakeholders.
- Updates the WPUSD DLI Framework appendices annually.
- Assists the district Marketing & Communications Officer with the promotion of the DLI program.
- Engages in networking with other regional school districts with DLI programs including the coordination of school site visits for the purposes of professional learning and networking.
- Communicates with school and other district staff to advocate for the needs of the DLI program students and staff.
- Coordinates community events for the promotion of the DLI program.
- Ensures the DLI program is promoted at bilingual/dual language education conferences for the purpose of teacher/administrator/staff recruitment.
- Maintains communication with DLI families to update them regarding DLI program events, to identify community resources, and to help parent's support their students' academic growth in the target language.

- Stays current on research and best practices related to DLI, attends trainings and conferences, and communicates that information to district and school site DLI staff and administrators.
- Keeps DLI teachers informed of ongoing professional learning opportunities.
- Facilitates/leads professional learning opportunities when possible.

LEADERSHIP RESPONSIBILITIES:

- Provides instructional coaching and modeling to teachers, instructional assistants and ISPs to support the development and maintenance of highly effective instructional practices in alignment with program design, the Guiding Principles for Dual Language Education, Common Core in Español, and school-wide initiatives.
- Serves as a mentor to new staff/teachers.
- Participates in the creation of the WPUSD DLI Framework. Updates the appendices annually, as needed.
- Works with administrators to facilitate the recruitment and hiring of teachers. Serves on interview committees.
- Serves as a resource on DLI to the site administration.
- Ensures DLI representation on school and district committees (MTSS, site leadership teams, school site council, PTO, curriculum adoption committees, etc.)
- Coordinates with continuation middle/high school administrators to ensure the articulation of program design across the TK-12 program and communicate the needs of DLI students to secondary-school administrators if no program is available.
- Facilitates the organization of activities to bring the school and DLI community together and to help meet the cross-cultural competency goals of the program.
- Ensures that the school's physical structure (signage) and culture reflects both languages.
- Ensures the school library acquires and maintains an adequate collection of books in the target language.

QUALIFICATION REQUIREMENTS:

- Prior experience teaching in a DLI setting

EDUCATION/EXPERIENCE:

- Required: Bachelor's Degree; 5 years (minimum) of successful teaching, including Dual Language experience.
- Desired: Teacher leadership experience; experience facilitating professional development activities.

CERTIFICATES, LICENSES, REGISTRATIONS:

- Valid teaching certificate.
- Bilingual Authorization or Bilingual, Cross Cultural, Language and Academic Development (BCLAD) - Preferred

LANGUAGE SKILLS:

Fluency in both English and Spanish; ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to apply knowledge of current research and theory to instructional programs; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

PHYSICAL DEMANDS:

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 regularly required to talk or hear. The employee is occasionally required to stand; walk; sit; and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include peripheral vision.

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 usually moderate to loud. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.M.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Board Approved 08/06/2024