

# Boston Public Schools

## Assistant Superintendent for the Office of English Language Learners (SY20-21) (00022318-SY2021)

### JOB POSTING

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#### **Job Details**

*Title*

**Assistant Superintendent for the Office of English Language Learners (SY20-21)**

*Posting ID*

**00022318-SY2021**

*Description*

Boston Public Schools (BPS) has a long, rich tradition and commitment to education as the birthplace of America’s public education system. BPS is a leader in urban education. Nationally recognized programs and initiatives such as universal preschool, early childhood education, an equitable school-based funding formula, and policies specifically focused on creating greater racial equity are but a few of BPS’s signature accomplishments. Everyday we are striving to be a nation-leading, student-centered public school district providing an equitable and excellent well- rounded education that prepares every student for success in college, career and life.

BPS believes we must provide all students access to opportunities to learn and develop their full potential. We must guarantee that our students who are learning English as a second language, including those with learning differences, must successfully engage in rigorous learning with appropriate differentiated instructional strategies, and the explicit teaching of English language acquisition. BPS also deeply values the cultural and linguistic assets of our students, and believes that our school communities must be safe and welcoming learning environments for our diverse students, families, and staff. The ultimate outcome for our over 17,000 English Learners, which includes over 3,600 English Learners with Disabilities, is for them to graduate from BPS with the academic and social emotional skills necessary to be college, career, and life ready in the 21st century.

BPS is seeking an Assistant Superintendent for the Office of English Language Learners (OELL). We need a leader who shares these values and can lead the academic, strategic, and compliance work that will allow us to support excellent teaching and learning for our English Learners in every classroom. OELL is a critical instructional office that reports to the Office of the Chief Academic Officer. The Assistant Superintendent is charged with building from the significant progress made in the past few years in the area of service delivery and compliance, while also growing the curation and development of instructional resources and menu of supports to schools and stakeholders. This position will need to collaborate closely with the Office of Academics and the Office of Special Education in how to best support teaching and learning in all our classrooms. The Assistant Superintendent of OELL is a key leader responsible for building capacity in culturally-linguistically sustaining practices that foster positive student identity and community within BPS and with partners.

REPORTS TO: Chief Academic Officer

RESPONSIBILITIES:

The Assistant Superintendent of the Office of English Language Learners is responsible for supervising the following departments: English Language Instruction, Newcomers Assessment and Counseling Center, English Language Parent Team, Translations and Interpretations Unit, English Language Equity and Accountability, and Budget and Grants. In addition, the Assistant Superintendent will be responsible for the following:

- Work collaboratively with the Chief Academic Officer, Assistant Superintendents, and team members, as well as across district departments, in the development, implementation and evaluation of district-wide English language development program model(s) and services, curricula development and guidance, professional learning, and other resources and supports that reflect culturally and linguistically sustaining practices for ELs and ELs with disabilities;
- Co-design and lead the implementation of district-wide strategies that leverage the LOOK Act and will improve the academic and social emotional achievement of all ELs and eliminate opportunity and achievement gaps for ELs;

- Effectively lead and manage the approximate 45 OELL team members that are inspired by the district's vision by ensuring that they are able to demonstrate leadership skills when collaborating with school-site personnel and are able to grow deep and extensive ties to the community, including the preparation of annual EL program plans and budget that are aligned to BPS priorities for ELs;
- Utilize innovation and leverage teacher leadership and instructional leadership teams to transform teaching and learning for ELs, including designing professional learning built on adult agency and rigor and enrichment resource options for ELs that fosters student agency;
- Work with central offices and school teams to develop and implement multi-tiered systems of supports with a focus on data-information systems, such as Early Warning Indicators, that monitor the progress of ELs and ELs with disabilities in order to accelerate the academic and language development of ELs, and lead efforts to continually improve EL program model(s), curricula, interventions, assessments;
- Lead the effort in evaluating the impact of district-wide programs and supports based on findings from formal and informal program evaluations. Facilitate the creation and dissemination of findings and actions in a meaningful manner based on the target audience, as necessary, to demonstrate EL progress toward attaining rigorous learning outcomes, and compliance with governmental regulations, court orders, and legal documents that pertain to ELs;
- Partner with community based organizations, professional organizations, internal monitoring bodies (such as the EL Task Force), and other external agencies to develop and implement multicultural and bilingual programs and other initiatives that are highly responsive to the needs of ELs and to recently immigrated student populations;
- Effectively communicate in a manner that positively represents the Boston Public Schools on local, state and national media requests, professional associations, committees and panels;
- Develop, implement and monitor processes for compliance, quality and fiscal accountability to ensure the financial stability of the District;
- Visit schools and engage in courageous yet respectful consultancies and supportive conversations on effective English Learner program implementation, identify focus/challenge areas and best practices, and ensure appropriate resources and accommodations are being met to support academic instruction to meet the needs of all EL students, families and staff;
- Ensure that BPS is able to welcome and provide all incoming students that may need EL services with a valid language assessment that complies with local, state and federal regulations and decrees;
- Ensure that families have access to their student's education by providing meaningful EL parent engagement opportunities, including expanding the District English Learner Advisory Council, utilization of the EL Parent Team, and ensuring essential District and school information is made available in a culturally and linguistically responsive manner and via services provided by the Translations and Interpretations Unit;
- Perform all other duties as assigned by the Deputy Superintendent for Academic and Student Supports for Equity Team.

**Required Qualifications:**

- Hold a Master's Degree in the field of EL Education or Linguistics or a Master's Degree in a related field;
- Hold or be eligible to obtain a valid Massachusetts Assistant Superintendent license;
- Possess a minimum of three years experience in a senior level leadership position in an urban school district, school, or organization with experience establishing systems in schools and/or management experience in education strategy development, implementation, and systems-level thinking;
- Demonstrated experience designing and implementing effective EL instructional programs, including dual language programs, Sheltered English Immersion programs, programs for Students with Limited or Interrupted Formal Education, etc.
- Possess a working knowledge of various state and federal rules and regulations that pertain to services for ELs.
- Demonstrated capability to work collaboratively with a variety of stakeholders, such as school and district staff, families, youth, community based organizations and members, external legal monitoring and other essential partners such as Task Forces in order to achieve key objectives and milestones in a timely manner;
- Demonstrated delivery of effective professional development opportunities that utilize teacher leadership, and a strong understanding of the Common Core and World-Class

Instructional Design and Assessment;

- Demonstrated in-depth knowledge of closing the achievement gap for ELs and EL instructional strategies, evaluation, and theories;
- Demonstrated ability to establish annual program goals and benchmarks for English Learner programs and services and to support needs for ELs in the context of broader District goals, policies, and strategies (such as the Strategic Implementation Plan and the Opportunity and Achievement Gap Policy) to successfully meet goals.
- Excellent oral, written communication, and presentation skills; and
- Experience working with diverse student populations, including a minimum of five years teaching EL students.
- Strong organizational skills, with outstanding attention to detail;
- Ability to work independently and in a collaborative team environment;
- Strong interpersonal skills and ability to create trusting relationships, including fostering relationships with external partners and community members;
- Current authorization to work in the United States. Candidates must have such authorization by their first day of employment.

**Preferred Qualifications:**

- Possess a working knowledge of the Massachusetts Department of Elementary and Secondary Education Regulations and rules and regulations that pertain to services for ELs.
- Holds a valid DESE and/or professional license in a related field;
- Bilingual;
- Experience with English learners with disabilities and the intersection of language and learning differences;
- Demonstrated delivery of effective professional development opportunities that utilize teacher leadership, and a strong understanding of the Common Core and World-Class Instructional Design and Assessment;
- Have experience managing a budget and making sound fiscal decisions;
- Successful experience with fostering leadership and positive culture within a team, planning and conducting meetings effectively and efficiently;
- Commitment to self-reflection and ongoing learning; and
- Successful experience with turnaround management and accelerating EL student growth
- Experience developing monitoring systems for quality improvement.

TERMS: E91

This positions is subject to a City of Boston residency requirement.

The Assistant Superintendent for the Office of English Language Learners maintains a work week that extends beyond a forty- hour (40) hours and works additional hours as required to carry out all the duties and responsibilities.

The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work.

*Shift Type*

**Central Office**

*Salary Range*

**1.0 FTE**

*Location*

**Central Office - ELL**

**Applications Accepted**

*Start Date*

**04/02/2020**

*End Date*

**07/01/2020**