PROGRAM SPECIALIST FOR ENGLISH LANGUAGE DEVELOPMENT

Purpose Statement:
The Program Specialist for English Language Development coordinates and oversees the implementation of effective integrated and designated EL educational programs and coordinates English Language Development services district-wide. The program specialist also supports developing, implementing, monitoring, and sustaining a comprehensive student data and assessment system that connects assessment to instruction and facilitates using assessment results to improve instruction for English language learners.

Essential Functions

- Build and sustain relationships with the district and school staff
- Conveys and upholds the district vision of a culture of accountability which drives excellence and promotes the district vision of teaching and learning
- Coordinates and supervises English Language Development programs
- Facilitates District English Learner Advisory Committees (DELAC) and supports school site ELAC meetings
- Collaborates with Bilingual Services Team to promote parent engagement
- Provides support and coaching for English Development teachers and staff
- Supports the monitoring and ongoing implementation of the TTUSD Englisher Learner Master Plan districtwide
    - Supports the Accountability Coordinator to ensure and document compliance with federal and state mandates for English Learner programs.
    - Supports Curriculum, Instruction, and Assessment Coordinator in implementing initiatives specifically identified to improve the literacy of students who are English Learners
- Participates in District Literacy Team (DLT) and assists with implementing district-wide and site-based improvement cycles for English language learners.
- Provides support in developing, implementing, monitoring, and sustaining a comprehensive ELPAC assessment system
    - Supports Curriculum, Instruction Assessment Coordinator in the coordination of state and local assessments
    - Conveys district communication about assessment progress and changes to all stakeholders in the district
    - Supports the continued development of MTSS (Tier One and Tier Two) districtwide and school-wide assessments
    - Assist with the ongoing professional development of district staff in the use of ELPAC assessment tools
    - Attend meetings as necessary for the development of district assessments
- Assists in the building of an effective district student data system
    - Engage in ongoing professional growth to increase knowledge of and proficiency in the use of the district student data system
    - Collaboratively troubleshoots issues with the district student data system with other district staff and departments as needed
- Use improvement science methods and current research to facilitate and support the use of assessment results to improve instruction and intervention for English Learners.
    - Support administrators and school staff in
        - continuous improvement cycles (PDSAs)
        - utilizing the district student data system

        - analysis of data to support student learning and instruction
- Communicate and collaborate with other staff and school leaders to ensure a guaranteed and viable implementation of district English Learner initiatives
- Engage in ongoing professional growth to stay current with the research related to English Learner, assessment, intervention, MTSS, teaching, and learning
- Participate in District Collaboration meetings and TOSA PLC meetings
- Engage in leadership activities such as district committees, training, and articulations
- Other job-related duties as assigned may include
    - composing a variety of documents
    - collecting, tabulating, and evaluating data
    - preparing and maintaining informational reports, including data graphs for the use of school sites and district office staff
- Other Job related duties as Assigned

Job Requirements & Skills

SKILLS are required to effectively communicate both orally and written format; effectively collaboration, interpersonal and team-building skills; use of strong interpersonal skills to build and maintain safe and supportive relationships with district and community stakeholders; demonstrate respect for others; Experience/education in the Results Coaching Global Level 1 (preferred)

KNOWLEDGE of change process models, including high-reliability school framework and improvement science methods; Knowledge of Multi-Tiered Systems of Support (MTSS); Understanding of current research on effective instruction, including but not limited to The New Art and Science of Teaching and the Science of Reading; Understanding of High School Graduation Requirements (preferred); Understanding of Professional Learning Communities

ABILITY to maintain cooperative working relationships with colleagues; to work effectively with adult learners; to meet schedules and timelines and establish and maintain a positive team attitude; to interpret, explain and apply rules, regulations, policies, and procedures regarding educational compliance for English Learners; to make presentations and conduct training relative to EL programs;

Responsibility
Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; and determining the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization’s services.

Work Environment
The usual and customary methods of performing the job's functions require the following physical demands: Sitting for extended periods of time, occasional lifting, carrying, pushing, and/or pulling; some

climbing and balancing; some stooping, kneeling, crouching, and/or crawling, significant fine finger dexterity, hearing and speaking to exchange information and make presentations. The job is performed under some temperature extremes and some hazardous conditions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Experience:	Minimum of five (5) years of successful classroom testing experience

Two Years of administrative experience preferred

Education:
Bachelor's Degree, including all courses for credential requirements

Required Testing
Successful completion of Pre-Employment Process

Additional Qualifications
Ability to travel to other sites/locations
Ability to work a flexible schedule based on sites and district needs
Bilingual Spanish Preferred

Continuing Education/ Training
Training attendance at workshops as appropriate

Certificates & Licenses:
Valid California Administrative Services Credential
Valid Clear California Teaching Credential K12
BCLAD (preferred)
Master's Degree Preferred
Valid Driver's License

Clearances:
Criminal Justice Fingerprints/Clearance
TB Clearance

Supervision
Assistant Superintendent of Educational Services

Salary Grade
Certificated Management Salary Schedule Range 111A

Work Year
213 Days