

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

**SUPERVISOR-EDUCATIONAL
1797 Supervisor of English Language
Development for Immigrant Programs
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JOB TITLE: SUPERVISOR OF ENGLISH LANGUAGE DEVELOPMENT FOR IMMIGRANT PROGRAMS

REPORTS TO: Director of Bilingual/ESL and World Languages

**SUPERVISES: Grades Preschool – 12 and Teachers who work directly and only
with Immigrant Students**

NATURE AND SCOPE OF JOB:

The Supervisor of English Language Development for Immigrant Programs leads the development, organization, implementation, coordination, and evaluation of the Bilingual/ESL instructional programs to ensure that all immigrant students, as defined by Federal regulations, immigrant students who:

- are age 3 to 21;
- were not born in any State, Puerto Rico, or the U.S. Virgin Islands (St. Thomas, St. Croix, and St. John); and
- have not been attending one or more schools in any one or more States for more than three full academic years;

The Supervisor of English Language Development for Immigrant Programs uses research-based strategies that promote higher levels of English language development collaboratively to lead and nurture members of the staff, and communicates effectively with parents, members of the community, and colleagues in other districts and schools.

QUALIFICATIONS:

The Supervisor of English Language Development for Immigrant Programs shall:

1. Hold a New Jersey Supervisor Certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11, with a supervisor endorsement (N.J.A.C 6:11-9.3 and 9.6). Hold a standard teaching certificate in Bilingual and/or English as a Second Language (ESL).
1. Hold a Masters' Degree from an accredited institution (College or University).
2. Have a minimum of five years of teaching experience.
3. Hold and maintain a valid driver's license with no serious violations.
4. Have excellent teaching experience and work with immigrant students.

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5. Demonstrate excellent organizational skills and the ability to motivate people.
6. Have excellent integrity and demonstrate good moral character and initiative.
7. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning as it pertains to immigrant students.
8. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with immigrant students, staff, administration, parents, and the community.
9. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper English grammar and vocabulary.
10. Demonstrate the ability to use technology equipment and tools for word processing, data management information retrieval, visual and audio presentations, and telecommunications.
11. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six-month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
13. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3 4A.4
14. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations of teaching and/or administrative performance.

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4. Official college transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Supervisor of English Language Development for Immigrant Programs shall be employed under the following terms:

1. Work year of twelve months.
2. Salary, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq .)

JOB FUNCTIONS AND RESPONSIBILITIES:

The Supervisor of English Language Development for Immigrant Programs shall:

1. Establish and promote high standards and expectations for immigrant students and staff for academic performance and responsibility for behavior.
2. Work cooperatively and collectively with Principals, staff, and other supervisors to ensure that instructional programs and services are coordinated in the schools and are administered uniformly and equitably in order to facilitate access to these programs and services to all immigrant students.
3. Ensure coordination of services and articulation between the secondary and elementary levels of the instructional program by communicating frequently with supervisors and Principals on a regular basis.
4. Provide supervisory and coordinating responsibility for instructional programs in the Common Core Standards.
5. Plan, organize, implement, supervise, coordinate, and evaluate programs in the Common Core Standards that ensure that each immigrant student meets and exceeds the Standards, consistent with the mission, philosophy, values, and instructional goals of the district, and meeting all laws, codes, Board policies, and regulations.
6. Leadership of the program shall include:
 - Use of data to identify immigrant students and their instructional needs;

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- Clear procedures for the operation and functioning of the various programs;
 - Curriculum development to meet the Common Core Standards;
 - Vertical and horizontal articulation of skills and content sequence;
 - Consistent and regular program evaluation;
 - Personnel supervision and evaluation;
 - Personnel recruitment and recommendations for selection when vacancies occur;
 - Communications among staff to benefit instruction for immigrant students;
 - Staff development to expand and improve skills to service immigrant students;
 - Analysis of assessments to improve instruction for immigrant students;
 - Coordination of services with community agencies and resources for immigrant students;
 - Coordination and close working relationships with state and county officials, and with colleagues in other school districts;
 - Evaluation and selection of instructional materials and equipment;
 - Compliance with all state and federal mandates.
7. Collect and analyze data, particularly State assessments, regarding the achievement of immigrant students and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs as well as make modifications in existing programs.
 8. Provide leadership and coordination in the development of curriculum and the implementation of instructional programs of the district, evaluating programs and services on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development pertaining to immigrant students.
 9. Ensure that the instructional programs engage the immigrant learner in tasks that require analytical and critical thinking, problem solving, and creativity, that they address each immigrant student's needs, interests, and skill levels, that they encourage the immigrant student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the immigrant student to demonstrate performance and achievement.
 10. Organize and implement a system for the evaluation and selection of equipment and instructional materials that are free of prejudice and stereotyping and designed to meet the Common Core Standards, using staff-identified criteria reflecting the needs of the program.

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11. Ensure that the library media services are effectively used and support the instructional program.
12. Review instructional and grading policies, procedures, and standards to ensure consistency across the various grade levels.
13. Supervise personnel assigned to ensure that all responsibilities are met and exceeded. Evaluate lesson plans and observe classes on a regular basis.
14. Develop with individual staff members a Professional Improvement Plan (PIP).
15. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner encouraging accountability, growth and excellence, in accordance with law, Board policy, and contractual requirements.
16. Recommend to the Principal the renewal, dismissal, withholding of increment, promotion, and/or other actions for all personnel assigned, following established procedures and timelines.
17. Provide opportunities for effective staff development that address the needs of the instructional program, including but not limited to: workshops, conferences, visitations, demonstration lessons, and sessions in which the staff shares successful practices and strategies for immigrant students.
18. Provide and coordinate services to the professional staff to assist them with classified immigrant students and with immigrant students who experience difficulty in learning.
19. Coordinate school and community resources for immigrant students who need specialized assistance, including but not limited to the services of: the guidance counselor, social worker, nurse, psychologist, learning disabilities teacher consultant, attendance officer, and others who may assist the immigrant student and family.
20. Monitor instructional areas to ensure that the facilities support instruction and are attractive, organized, functional, healthy, clean, and safe, with proper attention to the visual, acoustic, and thermal environments.
21. Establish a professional rapport with immigrant students and with staff that earns their respect, maintaining visibility with immigrant students, staff, parents, and the community.
22. Display the highest ethical and professional behavior and standards when working with immigrant students, parents, school personnel, and agencies associated with the school.
23. Serve as a role model for immigrant students, dressing professionally, and demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.

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24. Notify immediately appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, and/or anabolic steroids.
25. Keep the staff informed about the instructional program and services and seek ideas for the improvement of instruction. Conduct meetings as necessary for the proper functioning of the instructional programs to service immigrant students.
26. Use effective presentation skills when addressing immigrant students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals and articulate audible speech. Use excellent written and oral English skills when communicating with immigrant students, parent, and colleagues.
27. Complete in a timely fashion all records and reports as required by law and regulation requested by the Office of NCLB and Federal Programs
28. Recommend budgets to support the instructional program. Coordinate the purchase of instructional materials and equipment under the supervision of the Director of Bilingual/ESL.
29. Communicate with the Director of Bilingual/ESL, the Office of NCLB and Federal Programs, and Principals regularly about the needs, successes, and general operation of the various programs and services for immigrant students.
30. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the Common Core Standards and responsibility for behavior for immigrant students.
31. Follow procedures for safe storage and integrity of all public and confidential school records, ensuring that personnel and immigrant student record-keeping procedures comply with State and federal law and district policy.
32. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
33. Attend required staff meetings and serve, as appropriate, on staff committees.
34. Represent the school and district at community, State, and professional meetings.
35. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
36. Summarize, interpret, and disseminate current developments in instruction, learning theory, and cognitive research through reading of professional journals, participation in professional development, and involvement in professional organizations for immigrant students.

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37. Maintain a safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.
38. Observe strictly, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 et seq.) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
39. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies, regulations and procedures, and the Collective Bargaining Agreement for teachers.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job. Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand, and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision, and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated, air conditioned, and ventilated facilities.

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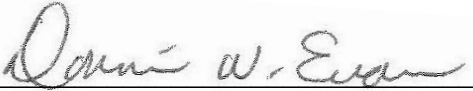
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4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

The Director of Bilingual/ESL shall evaluate the Supervisor of English Language Development for Immigrant Programs in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.



Approved

10-7-2013

Date