



TITLE: COORDINATOR - Multilingual Programs (LTELs)

WORK YEAR: 215 Days

REPORTS TO: Assistant Superintendent of Instructional Services or appointed designee

EDUCATION AND EXPERIENCE:

- California Administrative Credential
- English Learner authorization
- Master's Degree or higher
- Minimum of three (3) years of site administrator experience (preferred)
- Valid California Driver's License or identification card
- Bilingual preferred

PRIMARY FUNCTION:

Under the direction of the Assistant Superintendent of Curriculum and Instruction or appointed designee, the coordinator is responsible for aligning and coordinating multilingual Long Term English Learners (LTELs) in the District (TK-12), providing leadership and expertise on LTEL educational practices, providing professional development and coaching to administrators and teachers, and collaborating with a variety of internal and external educational partners. Have a high level of knowledge about research-based instructional strategies, second language acquisition, curriculum and assessment, and experience with modeling, coaching, and providing professional development. Actualize the principles of the RUSD Guide for Instructional Direction by leading professional development that prioritizes building teacher efficacy to lead themselves and colleagues through the continuous improvement process, using data, to refine and improve instruction for all students, with an emphasis on Multilingual learners/English learners.

ASSIGNED RESPONSIBILITIES:

Instructional Leadership (LTEL Acceleration)

- Provide district-level coaching and technical assistance to site administrators, Designated ELD teachers, and content-area teachers to strengthen instruction for Long-Term English Learners (LTELs) in alignment with the California ELA/ELD Framework.
- Support secondary and upper-elementary sites in implementing Integrated ELD routines within english language arts, history-social science, science, and mathematics to accelerate academic language development for LTELs.

- Support sites in ensuring daily, high-quality Designated ELD instruction for LTELs that is standards-based, language-development focused, and connected to grade-level content.
- Design and deliver professional learning and job-embedded coaching focused on evidence-based practices for LTELs (e.g., academic discourse, complex text access, academic vocabulary, language objectives, oral language-to-writing routines, and scaffolding that promotes independence).
- Conduct site visits and classroom walkthroughs to identify strengths and needs; provide feedback and next-step supports to improve LTEL instruction and outcomes.

Data & Accountability (Identification and Progress Monitoring)

- Support consistent districtwide implementation of LTEL identification, review, and documentation processes consistent with state guidance and district expectations.
- Lead analysis and use of student outcome and implementation data (e.g., ELPAC, ELPI, reclassification, course access, grades, benchmark data, attendance, discipline, A-G attainment, graduation/credit progress, etc.) to drive continuous improvement and increase student success.
- Develop and support site-level progress monitoring systems for LTELs, including leading indicators toward reclassification (ELPAC progress, grades, writing samples, benchmark assessments, and attendance).
- Prepare summaries and presentations on LTEL trends, site implementation progress, and outcomes for district and site leadership as requested.

Multi-Tiered Systems of Support (MTSS) & Intervention (LTEL)

- Support schools in designing and implementing MTSS supports specific to LTEL needs, emphasizing academic language and literacy acceleration rather than remediation.
- Collaborate with departments and site teams to coordinate supports for LTELs and strengthen pre-referral interventions where language needs are primary.
- Support sites in evaluating LTEL intervention effectiveness using student work and progress data; guide adjustments to improve results.

Reclassification Support (Pathways and Readiness)

- Provide technical assistance to sites to strengthen reclassification readiness systems for LTELs, including clear timelines, student goal-setting, and monitoring of required evidence.
- Collaborate with site administrators and counselors to support master schedule decisions that ensure LTELs have appropriate ELD services, equitable access to core content, and pathways to graduation and postsecondary readiness.
- Work with school teams to identify and address systemic barriers that sustain LTEL status.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

KNOWLEDGE OF:

- Federal and State laws, rules, regulations and policies related to categorically funded programs
- Curriculum and curriculum development as it relates to categorically funded projects and professional development
- Principles of governmental budgeting and expenditure control

- Program assessment and evaluation
- Public Information principles and techniques
- Principles of supervision, training and program administration Principles and practices of education administration

ABILITY TO:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students.
- Effectively communicate and work with diverse groups of people such as (but not limited to) District Office Personnel, Principals, Teachers, Students and Parents.
- Analyze and evaluate data for specific use. Maintain confidentiality.
- Prioritize workload and conflicting demands. Effectively work in a demanding environment.
- Work in a diverse socio-economic and multicultural community.
- Demonstrate organizational, time management, analytical and problem solving skills. Develop and provide effective presentations to the public, Board and staff.
- Effectively communicate orally and in writing, with a variety of public, staff and management groups. Maintain consistent, punctual and regular attendance.

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to commute to various locations to conduct business.

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configuration