Columbia Public Schools
Excellence in Education for *All* Students
Job Description

POSITION PROPERTIES

Position Title: Assistant Director of English Learners (EL) and Migrant Education
Schedule / Grade: Salaried Support / 7
Job Code: 01ASTDR220
FLSA: Exempt
Calendar: ADSUP-S
Benefits: Eligible
Contract Type:
Bargaining Unit: None
Revised Date: 10/22/2026

PURPOSE

The Assistant Director of English Learners (EL) and Migrant Education assists with the district-wide leadership, vision, and direction of the EL Department to ensure equity and language acquisition for all multilingual students in the district. The Assistant Director of EL supports programming across the CPS EL department, which focuses on compliance with federal and state laws, state assessments of EL students, district and federal budgets, staffing in the EL department, professional development related to EL students and their families, EL instructional and curricular materials, and interpreting and translation needs of parents and guardians.

ESSENTIAL RESPONSIBILITIES AND DUTIES

The Assistant Director of English Learners and Migrant Education helps coordinate and/or assists with the following responsibilities of the English Learners Department:

- Coordinates the administration of annual English Language Proficiency (ELP) tests and initial student screening, as well as the implementing EL supports for district and state testing of EL students.
- Maintains EL student records and reporting data and uses this information to guide program decisions, student placement, reclassification from EL status, academic interventions, and other services that support EL students across the district.
- Analyzes and monitors data to evaluate the effectiveness of the EL program and make recommendations for programming and staffing based on student needs.
- Manages instruction and curriculum development within the EL department, ensuring alignment with district curricular frameworks and collaboration with other curriculum departments. Ensures EL teachers and staff have the resources needed to support English language development and student achievement of state standards and academic goals, in

accordance with Board of Education requirements for curriculum and resource adoption and purchasing.
- Directs instructional support through the EL department's professional development and mentoring plans, ensuring district teachers and staff have the training and resources needed to support EL students and their families and implement curricular resources effectively.
- Provides leadership and direction for interpretation and translation services for the EL program, including interpreter training and communication, arranging interpretation services as needed, and obtaining or developing translated documents for district staff and families.
- Assists in the management of EL department budgets, including district funds and Title III, immigrant, refugee, and other federal grant funding, and ensures compliance with applicable state and federal requirements and audits.
- Assists in the compliance of district initiatives and guidelines, as well as state and federal laws, policies, and practices regarding assessment, placement, and education of EL students, family support, and professional development of district staff.
- Assists in the development and implementation of plans and goals for the EL program, including but not limited to the LAU Plan, Language Assistance Plan, Migrant Education Plan, and Title III Plan.
- Ensures the EL program follows district initiatives and guidelines, as well as state and federal laws, policies, and practices related to family support, staff professional development, and EL student assessment, placement, and education.
- Assists in the management of EL department staffing needs and works collaboratively with district administrators regarding the onboarding of new EL teachers and staff.
- Assists in supporting the EL department staff as they carry out their responsibilities to ensure high-quality program delivery and alignment with district goals and state and federal requirements.
- Helps build and maintain family and community partnerships through parent and guardian meetings, regular communication, and collaboration with community organizations that support EL students and families.
- Collaborates with district administrators, building principals, teachers, special education staff, counselors, and other departments, as well as parents, interpreters, community members, and community organizations.
- Performs other duties and responsibilities as assigned by the Director of EL and Migrant Education.

Perform other duties as necessary to support the mission and vision of Columbia Public School District.

DISTRICT EXPECTATIONS

All employees of the District are expected to adhere to the policies and regulations of the Board of Education, maintain appropriate certification and competencies necessary for the position, and demonstrate the values of the district at all times. For information on polices, regulations and values, visit http://www.cpsk12.org.

REPORTING RELATIONSHIPS

Reports To: Director of English Learners & Migrant Education

Supervises: None

QUALIFICATIONS

Minimum: Master's degree in education or field related to the education of English Learners. Valid Missouri teaching certificate in appropriate area. Valid Missouri ESOL endorsement.

Preferred: Teaching English to Speakers of Other Languages (TESOL) experience in the public schools, at either the elementary or secondary level. Experience with state English Language Proficiency (ELP) assessments and WIDA standards preferred. Bilingual preferred.

Ideal: Experience working with students who are English Learners and their families. Familiarity with standardized tests, the ability to analyze data and experience with special education will be considered assets. Knowledgeable in SIOP and/or other best practices for EL learning. A strong working knowledge of Schoology and Infinite Campus will be considered an asset.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

ADA REQUIREMENTS

Language: Present information to teachers, staff, other administrators, and the Board of Education. Respond to common questions and concerns. Interview students, staff, and teachers. Read, analyze, and interpret professional journals, memoranda, Board policies, administrative procedures, and statutes. Write business correspondence, including staff memoranda and newsletter articles, as needed. Keep information confidential when required by law, policy, or the nature of a particular situation. These are essential functions of the job.

Computation: Work with mathematical concepts, such as probability and statistical inference, and analyze data for instruction; Apply concepts such as fractions, percentages, ratios and proportions to practical situations. These are essential functions of the job.

Reasoning: Solve a variety of problems in many different situations; Interpret instructions presented in written, oral, diagram or schedule form; Apply knowledge of current educational theory and instructional techniques while presenting subject matter to students; Demonstrate executive functions such as planning, organizing, remembering, and regulating information and behavior as they pertain to student performance and achievement. These are essential functions of the job.

Other Skills and Abilities: Identify needs and abilities of individual students and to adapt instructional methods; accordingly, Establish and maintain effective relationships with students, peers and parents; Perform multiple tasks simultaneously. These are essential functions of the job.

Technology: Integrate technology into daily use; present information to students and staff using a variety of media; Access and present information from online sources in a manner that enhances presentation and instruction; Use district software for collecting information, creating reports and appropriate recording; Readily utilize smart boards, projectors and other instructional technology provided by the district; Adhere to all District policies and procedures regarding technology use. These are essential functions of the job.

Physical Demands: An individual who holds this position must frequently move in and around the building and grounds to visit classrooms, attend meetings, and supervise bus loading and unloading and also be able to sit for an hour or more at a time. The position requires the ability to hear conversations in a noisy environment. Consistent and regular attendance is an essential function of this position. The individual who holds this position will be expected to attend Board meetings, student activities and events, and IEP meetings. These are essential functions of the job.

Attendance: Consistent and regular attendance is an essential function of this position.

Conditions and Environment: The work environment is consistent with a typical office environment; however, the individual who holds this position will occasionally be required to be outside in temperatures below freezing and above 100 degrees. The individual who holds this position is frequently required to work irregular or extended hours. These are essential functions of the job.

Prospective and current employees with disabilities are encouraged to contact human resources to discuss reasonable accommodations to perform the essential job functions.

Equal Opportunity Employer