**Coordinator of Multilingual Education**

**Employee Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reports To:** Director of Academics

**Dept/Campus:** Instructional Services **Paygrade:** Pro-4

**Wage/Hour Status:** Exempt **Date Revised:** June 2022

**This job description reflects management’s assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned.**

**PRIMARY PURPOSE:**

Assist in evaluating and providing leadership for the assigned instructional programs of the district.

**QUALIFICATIONS:**

**Education/Certification:**

Master’s Degree preferred

Certified TTESS appraiser preferred

**Special Knowledge/Skills:**

Knowledge of curriculum and instruction – A comprehensive understanding and working knowledge of language acquisition and dual language programming

Bilingual – English/Spanish preferred

Ability to evaluate instructional programs and teaching effectiveness

Ability to manage budget and personnel

Knowledge of state and federal program requirements

Strong communication, public relations, and interpersonal skills

**Experience:**

Three years experience as a classroom teacher

**MAJOR RESPONSIBILITIES AND DUTIES:**

1. Collaborate with the Director of Special Education to prepare the Title III application and compliance report.
2. Collaborate with the Coordinator of Bilingual Curriculum and Instruction for continuous improvement and alignment of services for English Learners.
3. Collaborate with Human Resources and campus administrators to establish and maintain documentation for English as a Second Language (ESL) and Bilingual certifications.
4. Implement the district’s Tiered Priority and Process for ESL certification to ensure that all content area teachers become ESL certified.
5. Provide support and facilitate training of LPAC facilitators to ensure that LPAC meetings and documentation are properly maintained.
6. Assist in planning, implementation, and evaluation of the English Learner Program.
7. Participate in the district-level decision-making process to establish and review the district’s goals and objectives and major programs of the district.
8. Actively support the efforts of others to achieve district goals, objectives, and campus performance objectives.
9. Plan and implement identification, assessment, placement, and evaluation procedures for all potential limited English proficient students.
10. Demonstrate use of appropriate and effective techniques to encourage community and parent involvement, communicating district instructional practices, accomplishments, goals, and new ideas to parents and the community.
11. Coordinate and provide ongoing support for The Latino Literacy Program and/or other community involvement activities for parents of English learners.
12. Encourage two-way communication between the district and the community to encourage and promote parental and community involvement in the educational process, demonstrate awareness of district-community needs, and initiate activities to meet and advocate for those identified needs while projecting a positive district image to the community.
13. Model behaviors, which ensure the development of a district team, focused on problem solving and meeting student needs.
14. Demonstrate behavior that is professional, ethical, and responsible and serve as a role model for all district staff.
15. Actively seek training and information, which will enhance skills and knowledge, related to responsibilities.
16. Articulate the district’s mission, vision, and philosophy to the community and solicit their support in realizing the mission. Work cooperatively with others in carrying out the mission and articulating the vision for the District’s instructional programs as they relate to English Learners.
17. Coordinate and train district personnel prior to the annual TELPAS testing season, provide ongoing support during the assessment window, and serve as a liaison between Texarkana ISD, Pearson, TEA, and the Coordinator of Assessment.
18. Provide bilingual assessment services to support campuses for identification, reclassification, and exit of students.
19. Collaborate and coordinate, both within TISD and with other community agencies, to provide support for Community-wide, culturally relevant activities to support English learners and their families.
20. Conduct audits of campus LPAC documents in the student’s cumulative records such as, but not limited to: Home Language Survey, Bilingual/ESL Permission Letter, English/Spanish Oral Language Proficiency Test (OLPT), student assessment data, monitoring forms and beginning, middle and end of year documentation.
21. Collaborate with District and campus PEIMS clerks to ensure accurate coding of English Language Learners.
22. Coordinate the translation of district alerts, documents, and assessments.
23. Coordinate with the Director of Student Services and campuses, acting as a liaison between TISD and families of students, to establish an effective plan for assessment of incoming English learners.
24. Facilitate identification, recruitment, and services of potential migrant students, coordinating with the Regional Service Center, in accordance with local, state, and federal guidelines.
25. Assist in the implementation of policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction.
26. Compile, maintain, and present all reports, records, and other documents required for each assigned program.

**SUPERVISORY RESPONSIBILITIES:**

Supervise and evaluate the performance of English as a Second Language (ESL) teachers.

**WORKING CONDITIONS:**

**The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made if necessary:**

**Mental Demands:**

Ability to communicate effectively (verbally and written); interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress; maintain a clear focus on customer service; ability to manage others in a non-coercive manner

**Physical Demands:**

While performing the duties of this job, the employee is regularly required to sit; stand and move throughout the facilities. Duties also require repetitive hand motions; prolonged use of computer; moderate standing, stooping, bending, lifting/transport of up to 50lbs.Frequent district-wide and occasional statewide travel; occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job, and are not an exhaustive list of all responsibilities, duties and skills that may be required.

Employee Date

Supervisor Date