



Job Title: Coordinator Bilingual ESL

Exemption Status: Exempt

Reports to: Early Learning Program Administrator

Date Revised: May 2015

Dept. /School: Teaching and Learning Development

Pay Grade: 107

Primary Purpose:

To provide leadership for the implementation of the Bilingual Education (BE) Transitional/Early Exit, BE Transitional/Late Exit, BE Dual Language, BE Gifted and Talented, and BE Magnet Programs to advance student achievement among English language learners. In addition, coordinate the state-mandated ELL summer school programs, annual BE Exception requirements, and federal and state improvement plans. Ensure compliance with all federal, state, and district mandates and guidelines. Effectively utilize program personnel, funds, and available resources to enhance the instructional programs.

Qualifications:

Education/Certification:

- Master's degree in a relevant educational field
- Completed Mid-Management or Principal Certificate, or eligible for probationary certificate
- Valid Texas elementary certification and BE certification/endorsement

Experience:

- Minimum of five (5) years of successful teaching experience in a BE classroom at multiple elementary grade levels

Special Knowledge/Skills:

- Bilingual/biliterate Spanish/English skills required
- Knowledge in project design, implementation, and monitoring of LPAC operations
- Ability in planning, developing, and implementing professional development programs
- Ability leading TEKS-based assessment programs, including design and delivery
- Knowledge working with district departments to integrate system-wide activities to meet targets
- Proficiency with technology, including multimedia technology
- Proficiency with various elementary BE and ESL program designs
- Demonstrated strong organizational, communication, public relations, and interpersonal skills required to achieve the goals of the position

Major Responsibilities and Duties:

Instructional and Program Management

1. Provides leadership for the development, articulation, implementation, and stewardship of existing BE Programs, including BE Transitional/Early Exit, BE Transitional/Late Exit, BE Dual Language, BE Gifted and Talented, and BE Magnet Programs.
2. Facilitates the development of comprehensive plans for achieving improvement goals required by federal and state accountability systems.
3. Uses appropriate data collaboratively to establish rigorous, concrete goals in the context of student achievement and programs serving English language learners.
4. Operationalizes high expectations for English language learners and assesses progress toward those expectations through performance assessments linked to clear standards.



5. Defines the systemic implications of how change initiatives interact, ensuring coherence for English language learners across district and campus programs.
6. Assists with the coordination of the development and implementation of innovative instructional programs serving English language learners to achieve identified needs.
7. Develops and implements processes for monitoring and evaluating programs and initiatives serving English language learners.
8. Works with departments and campuses to facilitate the use of student information and performance systems (e.g., Skyward, SchoolNet, Ellevation) in the teaching/learning process specific to English language learners.
9. Assesses the impact of professional development on teaching and learning specific to English language learners.
10. Coordinates state-mandated ELL summer school programs.
11. Administers BE Response to Intervention (RtI) and Dyslexia Program components.
12. Completes the TEA annual exception report for BE programs.
13. Manages Title III Part A – LEP and Immigrant Program implementation and compliance reporting.
14. Coordinates the BE and ESL assessment program.
15. Serves as the TELPAS calibration trainer and supplemental support provider.
16. Serves as the LPAC district member addressing instructional compliance activities, ILAP implementation, and annual audits.

Student Management

17. Provides leadership for assessing, developing, and improving climate and culture for English language learners.
18. Develops and implements procedures to maximize instructional opportunities for English language learners.
19. Develops a comprehensive plan for achieving improvement goals associated with English language learners that includes intended outcomes, evaluation measures, action plans, persons responsible, and timelines.

Policy, Reports, and Law

20. Works to ensure that schools comply with federal, state, and local requirements outlined in statute, education code, administrative code, and policy for English language learners.
21. Interprets and implements school district policies and procedures for the schools related to the implementation of BE and ESL programs.
22. Prepares federal/state/local reports accurately and promptly, and makes local recommendations relative to the BE and ESL programs as requested.
23. Assists with the supervision of the writing/distribution of the BE/ESL program manual and forms as requested.
24. Supports and follows federal, state, and local rules and policies.

Budget and Inventory

25. Participates in the development, preparation, and administration of the budget for supplies and equipment and ensures that the program is cost-effective and funds are managed wisely.
26. Effectively and efficiently organizes and sustains resources, and implements processes and systems to support teaching, learning, and organizational effectiveness consistent with the district's vision and goals for English language learners.



27. Contributes to the selection and purchase of supplemental equipment and supplies for the program.
28. Participates in grant-writing activities to obtain program funding.

Personnel Management

29. Recruits, selects, inducts, and retains staff to support quality instruction for English language learners.
30. Provides leadership, encouragement, opportunities, and structure for staff to continually design more effective teaching and learning experiences for all students.
31. Provides timely, specific feedback to educators serving English language learners that validates best practice and encourages reflection.
32. Conferences with assigned staff to discuss performance and to jointly develop improvement objectives for professional growth opportunities.
33. Systematically and fairly recognizes and celebrates accomplishments of staff and students.

Communications and Community Relations

34. Engages family and community by promoting shared responsibility for student learning and support of the educational system.
35. Promotes and supports structures for family and community involvement across the district.
36. Collaboratively establishes a culture that welcomes and honors families and the community and seeks ways to engage them in student learning.
37. Perform all other duties as assigned.

Supervisory Responsibilities:

Supervises and evaluates instructional specialists and the secretary.

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment, including a personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions, frequent keyboarding, and use of a mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged and irregular hours; frequent district-wide travel and occasional statewide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job. It is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____