



Job Description

Position:	ESL Coordinator	Department:	Faculty
Reports to:	School Director	Location:	School Campus
Hours:	Full-Time	FLSA Status:	Exempt

Mission Statement

Uplift's mission is to create and sustain public schools of excellence that empower each student to reach their highest potential in college and the global marketplace and that inspire in students a life-long love of learning, achievement, and service in order to positively change their world.

SUMMARY

The ESL Campus Coordinator is responsible for ensuring that the ESL program is implemented in which the necessary skills and instructional strategies to facilitate differentiation and modification for LEP students exists and to coordinate, integrate, and implement the district's ESL program. To this end, he/she will collaborate with the campus leadership team, district staff, and outside personnel to formulate, develop and evaluate ESL program.

ESSENTIAL DUTIES & RESPONSIBILITIES

Manage Bilingual/ESL Programs

- Work with Directors and Academic Deans on campus to assist teachers in planning the overall instructional program for LEP students, including learning objectives, instructional strategies, and assessment techniques
- Ensure that instructional programming and curriculum services exist in the Bilingual/ESL programs to meet students' needs as stated in Texas Education Code
- Coordinate and assist with English acquisition through small groups, class push-in, or teacher assistance, focusing on students needing the most support as identified by testing
- Evaluate and suggest instructional materials to meet student learning needs; ensure the use of technology in the teaching-learning process
- Monitor research and data; suggest and support development of innovative program initiatives to improve the content, sequence, and outcomes of the teaching/learning process
- Supervise summer school development and implementation for LEP students
- Implement the policies established by federal and state law, State Board of Education rule, and local board policy; keep abreast of current and impending legislation

Documentation and Law

- Monitor and communicates all Bilingual/ESL Title III related legislation, projects, and programs for grant, entitlement, and allocation opportunities relevant to the needs of the district
- Implement identification procedures (assessment, placement, and evaluation tracking) for all limited English proficient students including special education, TAKS, PEIMS, achievement, oral proficiency, and other entry/exit level assessments in collaboration with Director of Federal Programs
- Oversee the maintenance of records and reports for the Bilingual/ESL programs and PEIMS filing
- Oversees the PEIMS process as it relates to the department; meet all PEIMS deadlines

- Obtain and communicate findings (including student achievement data) on curriculum and instruction effectiveness
- Ensure confidentiality of student information

Consultation

- Serve as consultant to the LPAC on special education ARD committee meetings for LEP students
- Serve as liaison between district administrators and state and federal officials ensuring compliance and accountability issues for programs supervised
- Act as a resource to campus directors, coaches, counselors, and teachers to help them better meet the specific needs of LEP students
- Assist with recruiting Bilingual/ESL teachers
- Interface with parents, PAC, and LPAC committees; serve as a parent and community liaison for Bilingual/ESL programs
- Invite students, parents, and others from the community to serve the Bilingual/ESL program as volunteers, advisors, and aides

Finance and Inventory

- Work with the Director of Federal Programs to document all requests for projects and programs requiring Bilingual/ESL, Title III and Pre-K money
- Assess program needs to calculate budget and cost estimates; manage budget efficiently

SUPERVISORY RESPONSIBILITIES

This position does not supervise other employees.

QUALIFICATIONS

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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Bachelor's degree (B.A./ B.S.) from an accredited college or university required. Master's degree is preferred but not required. Must have a valid Texas Teacher Certification with endorsement in Bilingual and ESL education or be able to obtain such. Spanish speaking is a plus. Minimum 3 years of successful teaching experience. Must be bilingual and capable of working with children with limited English proficiency.

LANGUAGE SKILLS

Ability to read, analyze, and apply common sense understanding and to carry out instructions in written or oral form. Ability to set priorities. Ability to communicate with all levels of personnel, students, and parents.

MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

COMPUTER SKILLS

To perform this job successfully, an individual should be proficient in Microsoft Office applications. Ability to use basic office equipment. The ability to learn and use other software as necessary.

SAFETY DUTIES & RESPONSIBILITIES

Every employee of the School has an obligation to know our safety rules and procedures; to teach what they know to others; to recognize unsafe actions and situations; to warn others of unsafe situations; to react to emergency situations and to report hazardous or unsafe practices to those in a position to correct them.

PHYSICAL / MENTAL DEMANDS

The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is regularly required to sit and use the wrists, hands and/or fingers. The employee is occasionally required to stand; walk; climb or balance. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception and ability to adjust focus. Work at a desk and computer screen for extended periods of time. Occasional district-wide and statewide travel; occasional prolonged and irregular hours.

WORK ENVIRONMENT

The work environment is representative of those an employee encounters while performing the essential functions of this job. The environment requires close proximity to other employees, frequent interruptions, extended periods of time viewing a computer screen, and noise levels from moderate to high. There may be activity from other employees and students of a distracting nature.

OTHER QUALIFICATIONS

Criminal records check, pre-hire and annually thereafter, if applicable. Must be eligible to work in the United States and provide work authorization.

MODIFICATION OF DUTIES & ESSENTIAL FUNCTIONS

Uplift Education retains the right to change and/or modify the duties and essential functions of this position at any time. This job description is not intended to cover or contain a comprehensive listing of activities, duties, or responsibilities required of the employee.

This job description has been reviewed with me and I fully understand the requirements. I am able to perform the essential functions of this job.

Employee’s Signature: _____

Date: _____

Supervisor/Witness: _____

Date: _____