

Position Title:	Title I District ESL Coordinator/Secondary Intervention Specialist
Location:	Campus in a District Wide Title I Program
Salary:	Per Pay Schedule
Funded:	50% Title I
Length of Work Year:	187 Days
Reports To:	Campus Principal and Director of Curriculum / Instruction
Primary Purpose:	Serve as District ESL Coordinator/Secondary Intervention Specialist

QUALIFICATIONS:

Education/Certification

- o Valid Texas teacher certification
- o Valid Texas ESL certification
- o Valid Texas Special Education certification

Special Knowledge/Skills

- o Working knowledge of State curriculum and instruction
- o Ability to interpret data
- o Strong organizational, communication, public relations, and interpersonal skills
- o Knowledge of Instructional Best Practices and Effective Teaching / Learning Strategies

Experience

- o Minimum of 3 years of successful teaching experience in ESL

RESPONSIBILITIES:

District Responsibilities

- o Serves as liaison between ESL student, school and home
- o Cooperates with administrators and staff in implementing the ESL program
- o Keeps abreast of all federal and state ESL guidelines pertaining to ESL assessment
- o Administer all initial ESL language assessment components to incoming students K-12 that may qualify for ESL
- o Ensure the completion of ESL language assessment paperwork and ensure it is up to date
- o Communicate with schools and families on a regular basis
- o Assist in ESL student registration process
- o Prepare ESL student folders for teachers and the ESL department - to include all necessary documents for state reports
- o Create and maintain an initial ESL language assessment database
- o Train ESL teachers for use of the initial ESL language assessment
- o Input ESL coding as appropriate in eSIS
- o Assist in ESL presentations
- o Models nondiscriminatory practices in all activities
- o Oversee implementation of ICU+ for MHS including routine monitoring of student progress

Curriculum/Instructional Management:

- o Provide teacher mentoring for teachers new to ESL of those needing additional support
- o Evaluate selected programs for effectiveness and impact
- o Assist in organizing and supervising all Tier II & Tier III RtI process on assigned campus
- o Assist in the supervision of quality acceleration, research-based small-group instruction, and research-based individual instruction for identified At-risk students (as specified in Title I, Part A, Part 4, Activities 6, 10, and 9).

- Support parental involvement strategies including parent conferences, frequent home communication, and innovative parental involvement activities (as specified in the Title I, Part A, Part 4, Activity 14)
- Coordinate with campuses administrators to provide extended learning opportunities for identified students (as specified in Title I, Part A, Part 4, Activity 13).
- Work cooperatively with directors and campus principal in developing and supervising the instructional programs including computer related instruction (as specified in Title I, Part A, Part 4, Activity 11).

Assessment/Disaggregation of Test Scores

- Assist Campus Administration with the disaggregation of student assessment data and RtI progress monitoring data.
- Analyze AMAO annually and compile district ESL program report for MISD Board
- Compile failure analysis reports per grading period for JH & HS
- Progress monitor all ELL students K-12 and provide summary reports to campus principals
- Ongoing disaggregation of data and analysis of core instruction.

Consultation:

- Provide training and/or mentor teachers in how to teach and address the needs of students through differentiation of instruction, particularly for students with special learning needs, including but not limited to, special education, dyslexia, gifted and talented, and students with limited English proficiency (specified in Title II, Part B ii).
- Provide training and/or mentor teachers in ways to involve parents in their child's education, especially parents of limited English proficient and immigrant children (as specified in Title II A, Part 3B).
- Provide curriculum resources and materials to support staff in accomplishing program goals and in promoting ESL student achievement.
- Consult with Academic Officer to facilitate IAT referrals and scheduling.

Professional Growth and Development

- Take part in professional development activities to meet the needs of struggling students in the school wide program (as specified in Title I, Part A, Part 4, Activity 4)

Policy, Reports, and Law

- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Comply with policies established by federal and state law, State Board of Education rule, and local board policy.

Other:

- Perform other duties as assigned by the Campus Principal and/or the Director of Curriculum and Instruction
- Assume responsibilities of Campus Principal in their absence.
- Serve as liaison to the Director of Curriculum /Instruction on matters of curriculum, instruction, and assessment
- Campus state assessment coordinator
- Assist with student recognition programs

WORKING CONDITIONS:

Mental Demands / Physical Demands / Environmental Factors:

- Maintain emotion control under stress
- Frequent prolonged and irregular hours
- Lifting boxes
- Frequent district wide travel and occasional statewide travel

Reviewed and agreed to by: _____ **Date:** _____

Campus Principal: _____ **Date:** _____