

TITLE: English Language Learner Strategist

PURPOSE: Support the Department of Teaching & Learning and Building Principal(s) in instructional development/change management and continuous academic improvement as related to English Language Learners. Assist in providing resources and/or interventions needed for student success as required by state & federal laws

TERMS OF EMPLOYMENT:

This is an Administrative Support position. 11 mos. / 220 days per year. Some evenings may be required.

QUALIFICATIONS:

1. Master's Degree in Education, Leadership, or related field preferred. Bachelor's Degree required.
2. Valid Illinois Professional Educator License with General Administrative endorsement preferred.
3. Background in Multilingual or English as a Second Language education preferred.
4. Must possess a valid Illinois Driver's License.
5. Minimum of 3 years of successful educational experience in a school district or private school setting preferred.
6. Must possess the ability to demonstrate a predisposition to use a collaborative approach to problem solving while still accepting the responsibility of administrative decisions.
7. Musts possess the ability to effectively communicate with staff, parents, community members, and the Board of Education.
8. A high degree of integrity and strong sense of purpose.
9. Skills in problem solving, ability to exercise good judgement, ability to show discretion and maintain professionalism.
10. Strong ability to work independently; self-starter
11. Knowledge of Microsoft office programs (Outlook, Word, Excel, Access, Power Point); Google Suite; Skyward, etc.
12. Responsible for assisting with and/or implementing professional learning experiences for all District Staff as it relates to English Language Learners.
13. Excellent verbal and written communication skills, as well as strong interpersonal communication.
14. Ability to work with building level supports in an attempt to enhance ELL student groups, activities, and organizations that may increase student access and/or student attendance.
15. Ability to understand and follow basic oral and written instructions.
16. Ability to maintain complete and accurate records to develop meaningful reports.
17. Ability to develop and implement short and long-range plans and report progress.
18. Experience with curriculum mapping, unit planning, and formative progress monitoring.
19. Knowledge of research-based school improvement models and strategies related to English Language Learners.
20. Such alternatives to the above qualifications as the Board may find acceptable.

REPORTS TO:

Assistant Superintendent of Teaching & Learning and P-12 Director(s) of Teaching & Learning

MAINTAINS LIAISON WITH: Central Administration
School Staff

ESSENTIAL FUNCTIONS

(The following are the essential fundamentals to include but not limited to the following job duties.)

Under the direction and guidance of the Assistant Superintendent of Teaching & Learning and P-12 Director(s) of Teaching & Learning and/or Designee:

1. Strategically create and implement a plan to increase achievement for English Language Learners.
2. Support the development of high quality effective instructional for English Language Learners.
3. Work with various teams to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments.
4. Work with Teaching & Learning Strategists and school administrators to develop school structures that facilitate the improvement of instruction for student.
5. Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to English Language Learners.
6. Prepare and present progress monitoring reports related to English Language Learners to the Assistant Superintendent of Teaching & Learning, P-12 Director(s) of Teaching & Learning, and/or Designee which will include but not be limited to: identifying information of teachers, grade levels of teachers assigned and specific timelines of support provided for teaching and learning improvement, outcomes of teaching and learning support provided to teachers and administrators
7. Attend ELL meetings and Professional Development when feasible.
8. Host a meeting with ELL parents at least twice annually to gain knowledge and/or feedback on how the district is or can serve our ELL population.
9. Partner with family liaisons and support staff to establish a two-way communication for our English as a Second Language families.
10. Ensure families have access to information in their home language.
11. Apply assessment instruments; coaching skills; training and workshop skills; operating standard equipment including using pertinent software applications and preparing and maintaining accurate records.
12. Participate in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
13. Research best practice in instruction of English as a Second Language for the purpose of providing current methods and instructional techniques.
14. Work with building administrators maintain a comprehensive tiered identification process for the purpose of providing help to ELL students who need additional support to achieve academic success.
15. Perform other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of this position.

16. Plan the necessary time, resources, and materials to support accomplishment of educational goals as it relates to ELL.
17. Ability to problem solve and disaggregate data in order to develop an action plan with progress monitoring intervals and expected goal end dates.
18. Provide professional development.
19. Participate in grade-level and department meetings.
20. Assist with providing academic language instruction for ELL students to access grade level material.

GRADE LEVEL: 10C

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board of Education policy of Administrative Support personnel.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT:

The conditions herein 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 job functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use repetitive hand motions, including prolonged use of a computer terminal. The employee is frequently required to sit, see, talk, and hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, depth perception, and ability to adjust focus with or without correction. Hear in the normal audio range with or without correction

MENTAL DEMANDS:

While performing the duties of this job, the employee is regularly required to compare, analyze communicate, coordinate, instruct, synthesize, evaluate use interpersonal skills, compile, and negotiate. The employee frequently required to compute. The employee occasionally is required to copy.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate The job is performed under minimal temperature variations and a generally hazard free environment.

Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.