

Job Title:	Director Connecting Languages	Wage/Hour Status:	Exempt
Reports to:	Assistant Superintendent Specialized Learning Services	Pay Grade:	108
Dept. /School:	Connecting Languages	Date Revised:	July 29, 2024

Primary Purpose

Provide leadership and oversight of the planning, development, implementation, and supervision of the day-to-day functions of the Connecting Languages Department, including Title I-Part C (Migrant), Title III (Immigrant). Partner with teachers, administrators, and other professionals to ensure the district meets the education requirement of federal and state laws, and district policies for emergent bilingual (EB) students and English learners (ELs).

Qualifications

Education/Certification

Master's Degree from accredited university (in a Second Language Acquisition preferred)

Valid Texas Principal or Texas Supervisor Certification

Valid Texas teaching certificate with Bilingual or ESL Education Endorsement

Special Knowledge/Skills

- Bilingual/Biliterate in English and in Spanish
- Ability to promote cultural and linguistic diversity and apply current research in dual language instruction
- Skilled practices which improve implementation of strategies and best practices for English Learners
- Knowledge of federal, state, and local mandates for Bilingual and ESL programs to ensure compliance

Experience

Three (3) years teaching experience in a bilingual instructional setting (dual language preferred)

Three (3) years of successful campus or district-level administrative experience, including leading or supporting dual language, and English as a second language (ESL) programming

Major Responsibilities and Duties

Instructional and Program Management

1. Provide administrative leadership in the areas of program conceptualization, design, implementation, professional learning, data analysis and interpretation, compliance, and evaluation of dual language, English as a second language (ESL), migrant, and immigrant program.
2. Develop, manage, and evaluate the alignment of instruction with curriculum and the Dual Language Education (DLE) Language of Instruction Framework.
3. Work in collaboration with curriculum and instruction staff to facilitate research-based instructional practices that address the cognitive, linguistic, and affective needs of students, including working with English and Spanish language arts and reading TEKS, Languages Other Than English, and Standards (TEKS) and English Language Proficiency Standards (ELPS).
4. Implement procedures and direct the process to identify emergent bilingual (EB) students and English learners (ELs) at grade levels district wide, including review of student data, monitoring and testing of students.
5. Provide technical assistance to campuses, as needed, to ensure that connecting languages programs, resources, and instructional materials meets applicable local, state, and federal policies.
6. Provide instructional support to campus principals and teachers in the implementation of connecting languages programs through coaching, professional learning, and the design of district curriculum and assessments.

7. Oversee staff training on administration and scoring of student assessments for language identification in English and Spanish.
8. Provide expertise and supervises Language Proficiency Assessment Committee (LPAC) responsibilities, training, and support to LPAC administrators.
9. Oversee staff in PEIMS data entry for ELLs, identification, and placement of ELLs.
10. Establish systems to support administrators in monitoring compliance, instruction, and students' linguistic progress on the Texas English Language Proficiency Assessment System (TELPAS).

School/Organizational Climate

11. Develop systems of communication which establish consistent, efficient, and collaborative processes for the provision of support to district and campus staff and teachers.
12. Lead and develop an organizational culture that fosters collegiality, trust, team building, and a collaborative working environment.
13. Model and promote effective problem-solving practices and conflict resolution which are customer service oriented and inclusive in nature.
14. Involve the administrative support staff in collaborative processes to identify and develop systems which supports the administrative functions of the department to promote effectiveness, efficiency, teamwork, and a professional work environment.
15. Recognize exceptional work and efforts that effectively contribute to the district's attainment of its vision and mission.
16. Collaborate harmoniously with the administrative and teaching staff to ensure alignment of work throughout the district.

School/Organizational Improvement

17. Set and maintain clear values, guiding principles and high expectations that will lead decision making in areas of focus.
18. Model and actively promote current, research-based, highly effective strategies/practices that foster instructional improvement and increase student achievement.
19. Collaboratively establish clear department goals with measurable outcomes in alignment with articulated district and campus performance objectives.
20. Assist in the development of leaders and models leadership practices that provide individuals with opportunities to grow in accordance with their commitment, skills, and contributions in areas of focus.
21. Systematically monitors and analyzes the effective implementation and outcomes of district improvement and programming initiatives related to areas of responsibility.

Administration and Fiscal/Facilities Management

22. Provide leadership and oversight in the examination of district resources, including personnel, curriculum, instructional materials, and other resources to ensure efficiency and sufficient provision of teaching and learning services within a fiscally responsible budget.
23. Provide training and support for facilitators and other staff to use common resources, data, and methods to analyze the effectiveness of services and supports/materials, including cost benefits.
24. Collaboratively conduct, with department staff, annual needs assessments for the establishment of department priorities as well as planning, development, and administration of the department budgets, including personnel allocations.
25. Communicate and implement systems/processes that ensure established compliance reports, professional development hours/requirements, curriculum documents and procedures are completed accurately and within established timelines.
26. Maintain oversight in the identification of and application for use of district and external resources and funds in alignment with department goals.
27. Stay abreast of the legal requirements pertaining to area of responsibility.
28. Perform other duties as assigned by supervisor.

School/Community Relations

29. Promote a positive image of the district and maintain a positive working relationship with parents and the community.
30. Clearly articulate the district's vision, mission, instructional philosophy and framework, and curricular implementation strategies to the community and solicit support in realizing the district's mission.
31. Work with principals, central office staff, parents, and community members to resolve teaching and learning issues/challenges in a timely manner.
32. Demonstrate awareness of district-community needs and provide leadership in collaborating with parent and community organizations to meet students' learning needs.
33. Actively involve parent and community stakeholders in program planning and decision-making.

Professional Growth and Development

34. Collaborate with district administration to develop, coordinate, and administer professional learning opportunities designed to promote instructional improvement and positively impact student outcomes.
35. Demonstrate knowledge and understanding of current research-based best practices and ensure that program design and implementation are aligned.
36. Actively participate in professional learning opportunities and ensure the dissemination of current educational research to positively enhance teaching and learning.
37. Exhibit flexibility in performance of assigned duties.
38. Strive to manage and prioritize time wisely and effectively.
39. Seek and use evaluative input of job performance from supervisor, staff, and peers.

Supervisory Responsibilities

40. Provide leadership and oversee recruitment, selection, and training of personnel in areas of responsibility and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.
41. Supervise and evaluate professional and non-professional staff assigned to him/her and conduct regular team meetings.
42. Meet regularly with department administrative leadership.
43. Promote continuous improvement among the administrative and other professional staff, identify individual strengths and areas for improvement, and work with direct reports to establish and maintain high expectations for staff performance.
44. Evaluate program effectiveness in developing and achieving goals, which support the district's strategic plan.

Supervisory Responsibilities

Assigned personnel

Physical and Mental Job Requirements

Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress. Frequent district travel; occasional out-of-district Work with frequent interruptions; occasional prolonged and irregular hours, prolonged use of computer.

Terms of Employment

226 days; salary to be established by the Board

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

Approved: _____
Job Title: _____
Date: _____

Approved: _____
Job Title: _____
Date: _____

My supervisor has reviewed this job description with me and has provided me a copy

Employee: _____
Date: _____

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, at 230 -2031; Section 504 inquiries regarding students may be referred to 504 Coordinator at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.