**Job Title**: Second Language Specialist (EE-5) **Wage/Hour:** Exempt

**Reports to:** Leader, Innovation & Integration **Pay Grade**: AP04/226

**Dept:/School:** Innovation & Integration **Date Revised:** 03/24/13

**Primary Purpose:**

As outlined by the purpose of the Second Language Specialist, in compliance with the Title III, Part A TEA Guidance Document, is to promote parental and community participation through language instruction and educational programs designed for the parents and communities of (Sec.1302 (b)) ELL students; which includes: parental support and information services through linguistically appropriate materials designed to address academic language development.

Additionally as expected by the purposes outlined in the Title III, Part A TEA Guidance Document this position will help to ensure that children who are second language learners including ELLs, immigrant children and youth, attain English proficiency, reach high levels of academic achievement, and meet the same challenging State academic content and student academic achievement standards.

The Second Language Specialist will:

* Collaborate with and support teachers and leaders of campuses with significant LEP/ELL students and thus, a high percentage of students at risk for failure.
* Provide modeling, coaching, and on-going assistance to teachers in *all* content areas who work with English language learners, especially recent immigrants and under-educated ELLs.
* Empower teachers to engage students with best-practice instruction resulting in student acquisition of social and academic English and mastery of Texas Essential Knowledge and Skills.
* Support second language teachers with intentional use of linguistic accommodations that will give ELLs full access to curriculum and profound learning as expected by strategic design.
* Promote innovative ways to for teachers of ELLs to maximize the benefits of collaboration and technology.

**Qualifications:**

Education/Certification:

Bachelor’s degree from accredited university,

Valid Texas teaching certificate with ESL certification/endorsement

Bilingual Preferred – with experience in a Dual Language Model and/or native language support

**Experience:**

Minimum of five years of successful classroom teaching, including second language classroom experience

Experience working in an immersion model providing native language support

**Attitudes/Beliefs/Behaviors**

* Demonstrates flexibility in adapting to change
* Initiates and sustains partnerships with campus leaders
* Communicates well with parents and community stakeholders
* Demonstrates high tolerance for ambiguity throughout the change process
* Shows initiative in seeking solutions to problems
* Adapts to changing deadlines and nature of assignments for ELL support
* Leads and participates in re-designing student-centered learning environments for ELLs
* Works well with individuals and departments in leading and assimilating change
* Champions teamwork and cooperation
* Builds an environment of trust
* Projects enthusiasm and energy in all efforts
* Exhibits honesty and objectivity in professional interactions
* Demonstrates considerable poise in all situations
* Serves as a role model
* Acts as a change agent in making engagement a priority for ELLs and as an advocate for ELLs, teachers and ESL programs
* Projects credibility with students, staff, and community
* Commits to continual learning individually and collectively

**Special Knowledge/Skills:**

* + Demonstrates success in creating engaging learning that supports the needs of ELLs in *all* core content areas
  + Design linguistically appropriate materials to address student academic language development
  + Ability to relate and communicate information well with culturally and linguistically diverse communities
  + Demonstrates understanding of the literacy needs of ELLs (Newcomer –AH) in a digital, global and multi-cultural world
  + Demonstrates expertise in English Language Proficiency Standards (ELPS) and Texas Essential Knowledge and skills (TEKS)
  + Deep understanding of second language acquisition
  + Demonstrates innovative that leads ELLs to profound learning and academic linguistic proficiency
  + Ability to implement research-based teacher/adult professional learning practices
  + Strong organizational, communication, and interpersonal skills
  + Practical knowledge of formative assessment
  + Effective interpersonal skills and ability to work collaboratively with teachers, parents and campus teams
  + Effective coaching, conferencing, problem solving, and team-building skills
  + Commitment to continual learning personally and collectively

**Major Responsibilities and Duties:**

Engaging Learning for all ELLs during and beyond the school year

1. Meet regularly with second language teachers serving ELLs to provide ongoing support, individually, in small learning groups, campus-wide or community-wide
2. Provide support to culturally and linguistically diverse families and communities on a variety of comprehensive topics that support profound learning at school
3. Conduct professional learning in conjunction with other professionals in Teaching & Learning
4. Collaborate with core teachers to design meaningful linguistic accommodations making curriculum comprehensible for ELLs
5. Facilitate/assist summer school design and implementation
6. Conduct formative needs assessment and discuss with teachers
7. Demonstrate/model innovative, creative lessons that encourage students to take cognitive and linguistic risks
8. Conduct classroom observations with pre-and post-observation conferences
9. Transform core content classroom practice through continued SIOP support, classroom walkthroughs, teacher conferences and lesson design
10. Assist teachers in understanding students’ cultures and communities and in ways to communicate with families about student achievement
11. Participate in ESL program assessment for quality and effectiveness and provide support for ongoing program growth.
12. Design and deliver on-going professional learning specifically related to the academic growth and educational success of ELLs
13. Maintain a professional relationship with colleagues, students, parents, and community members
14. Use effective communication skills to present information accurately and clearly

**Design Engaging Work**

Assist teachers to:

1. Design and implement learning experiences for ELLs that align with district curriculum and foster 21st century skills such as collaboration and technology proficiency
2. Assess student progress toward TEKS mastery, regularly conference with students about their progress, and plan subsequent individualized instruction
3. Present subject matter according to guidelines established by Texas

Education Agency, board policies, and administrative regulations

1. Design and use engaging learning experiences, strategies, activities, materials, assessment, and equipment that reflect understanding of the learning styles and needs of ELLs
2. Work with other staff members to determine instructional goals, objectives, and methods according to district requirements and student needs

**Assessments for Learning**

Empower teachers to:

1. Help students analyze and improve their study methods and habits
2. Disaggregate STAAR data and conference with individual students and parents to understand student thinking and correct misconceptions
3. Serve as positive role models for students and support strategic design and mission of school district

**Safe, Nurturing, Inclusive, and Flexible Learning Environment**

Support teachers to:

1. Create an engaging classroom environment appropriate for the physical, social, and emotional development of ELL students
2. Manage student behavior in accordance with Student Code of Conduct and student handbook
3. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
4. Assist in selection of books, equipment, technology and other instructional ELL materials

# Life-long Learning:

1. Participate in professional learning activities for professional growth in job-related skills and in the areas of second language acquisition and research-based best practices for ELLs
2. Deliver professional learning that meets student, campus, and district

needs and supports strategic design

# Other Professional Obligations:

1. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers
2. Assist campuses with state and federal ELL compliance questions
3. Compile, maintain, and file all reports, records, and other documents required by the position
4. Work synergistically with other team members and campus staff

**Supervisory Responsibilities**: None

# Working Conditions:

*Mental Demands/Physical Demands/Environmental Factors:*

Maintain emotional control under stress

Occasional prolonged or irregular hours

Frequent standing, stooping, bending, pulling, and pushing

Move small stacks of textbooks, media equipment, desks, and other

classroom equipment.

**Physical Demands:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not Required | Occasional | Frequent | Constant |
| Bending |  |  | X |  |
| Pushing |  |  | X |  |
| Hearing |  |  |  | X |
| Reaching |  |  |  | X |
| Climbing |  | X |  |  |
| Seeing |  |  |  | X |
| Speaking |  |  |  | X |
| Standing |  |  |  | X |
| Lifting |  |  | X |  |
| Walking |  |  |  | X |

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 by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_