



T U L S A

PUBLIC SCHOOLS

Job Title: Coordinator, English Language Development

Department: Language and Cultural Services

Reports To: Executive Director of Language and Cultural Services

Grade: EG-01

Number of Days: 12 Months

Security Access: Education Service Center

Current Date: 04/08/2018

Overtime Status: Exempt

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day:

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community
- **Joy:** Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

Position Summary: The English Language Development Coordinator will assist school leaders, teachers, and other team members in the development and continued implementation of sound instructional strategies designed to increase the educational performance of English learners. The coordinator will use formative and summative data and work collaboratively with others to support improved outcomes for all students. Additionally the English Language Development Coordinator will provide support to schools to increase student achievement, ensure equity and access, increase rigor, and close the achievement gap for all English learner students at all instructional levels.

Minimum Qualifications:

- Master's Degree in education or related field.
- Current, valid Oklahoma teaching or administrative certificate, including certification in English as a Second Language.
- Minimum three to five years teaching experience.
- Experience working in a collaborative environment and building team relationships.
- Successful teacher leadership or administrative experience.
- Alignment with mission, vision and core values of Tulsa Public Schools.
- Exceptional communication ability, both written and oral (with individuals and groups).

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Assist teachers and administrators in employing appropriate research-based strategies to ensure students achieve linguistically and academically in English. This may include assistance in developing and using best-practice instructional strategies, curriculum products, implementation plans, and assessment tools.
- Serve as a resource to district administrators/leadership and school in the development of a range of services for English learners.
- Work collaboratively with teachers and school and district leaders in recognizing and responding to the multiple needs of diverse learners.
- Provide on-site and in-district trainings, as appropriate, regarding English Language Academic Plans (ELAPs), WIDA English language development standards and assessments, language assistance services, and research-based instructional strategies.
- Assist in monitoring the district's effectiveness and compliance with local, state, federal, and court ordered requirements related to Title III.
- Assist with district and school-wide instructional initiatives.
- Keep abreast of technical, legislative, and professional development trends affecting English language development programs and disseminate information to appropriate district personnel through ongoing professional development.
- Make recommendations for English language development program adjustments.
- Collaborate on curriculum development centered on district school improvement initiatives.
- Work with teachers to disaggregate and analyze data to adjust instruction, enhance student learning, and inform teacher practice.
- Additional focused expertise areas may be assigned to individual coordinators as a specialized resource which require advanced knowledge of dual language, exceptional student services, instructional technology, early childhood, elementary, secondary or graduation as they relate to the instruction and achievement of English learners.
- Perform other duties as assigned.

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

Instructional Knowledge and Expertise:

- Proven successful experience in public education.
- Proven successful experience in an ethnically diverse public school district.
- Experience in curriculum and instruction, differentiated strategies for diverse learners in both general and English language development or bilingual education settings.
- Knowledge of state and federal laws, regulations and interpretations regarding the Title III English learner, immigrant, bilingual and related programs of service for English learner students.
- Knowledge of state and federal laws, rules and procedures regarding Title III English learner, immigrant, bilingual and related programs in the area of finance, budgeting and accounting.
- Ability to use data to evaluate program effectiveness and subsequently create, implement and lead relevant changes to address the identified needs.
- Principles, practices, trends, goals, and objectives of public education, including current working knowledge in the area of English language development education programs and resources.
- Strong computer skills including MS Office applications, web based resources and email.
- Proven successful experience utilizing technology tools designed to communicate, deliver instruction and analyze student data.

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement.
- Passionately believes that all students can achieve at high levels.
- Demonstrates cultural competence and a deep understanding of and empathy for issues facing urban families.

Communication, interpersonal and team skills:

- Builds and maintains strong relationships.
- Coaches, coordinates, and leads teams.
- Strong verbal and written communication skills; tailors message for the audience, context, and mode of communication.
- Builds consensus and resolves conflicts; exhibits willingness to have difficult conversations.
- Skillfully navigates existing political structures/systems.

Problem solving and systems thinking:

- Understands how various systems / departments interact to achieve the long term goal.
- Makes decisions using data and technology.
- Takes initiative to solve problems and create stakeholder buy-in.
- Offer innovative solutions to seemingly intractable problems.
- Exhibits strong focus on goals and results. Sets clear metrics for success.
- Thrives in achievement-oriented and fast-paced environment.
- Demonstrates excellent execution and project management skills, including attention to detail, organizational skills, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.

Leadership skills:

- Motivates, inspires, and moves other adults to action to achieve ambitious goals.

- Builds and maintains positive relationships with individuals and groups.
- Moves groups to consensus and resolves conflicts. Exhibits willingness to have difficult conversations.
- Builds coalitions and works collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, families, communities, and/or advocacy groups.
- Establishes clear expectations, deliverables and deadlines.
- Sets clear agendas and facilitates effective meetings.
- Ability to train, supervise, and evaluate staff from different cultural backgrounds and skill sets.

Supervisory Responsibility:

- None.

Working Conditions: Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

- Regular office environment, including frequent use of electronic email, being able to sit for long periods of time without a break, etc.
- Must be mobile in order to attend events and meetings outside of regular work hours.
- Subject to stress caused by changing environment, complexity of the organization, tight deadlines and heavy workload
- Normal effort of occasional periods of light physical activity.

Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district’s mission with their talent, skills and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate against persons because of age, race, color, creed, religion, disability, gender, ethnic or national origin, or veteran status. Tulsa Public Schools prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with disabilities.