



Job Title: Language Acquisition Specialist - Title III

Exemption Status/Test: Exempt

Reports To: Coordinator of Multilingual Programs

Date Revised: March 2022

Department: Multilingual Programs

Primary Purpose:

To advance student achievement at Elementary campuses for Emergent Bilinguals by providing direct instructional support to administrators, classroom teachers, and other support staff; to ensure the best outcomes for language development, sheltered instruction plan, language acquisition curriculum, and instructional technology resources, and professional development.

Qualifications:

Education/Certification:

- Master's degree in the relevant educational field
- Valid Texas Teacher's Certification Education in Bilingual or English as a Second Language
- Bilingual Spanish or Vietnamese, preferred

Experience

- Minimum of three (3) years of successful teaching experience in public education at the elementary level
- Some experience with the design, development, and implementation of Elementary language acquisition for Emergent Bilingual (EB) students
- Some experience with the design, development, & implementation of EB focused professional development, with sheltered instruction at multiple grade levels, language acquisition strategies, and culturally responsive pedagogy

Special Knowledge/Skills

- Skills providing leadership in the use of instructional technology resources to enhance language development and overall learning
- Familiarity with the design, development, and implementation of course content and assessment
- Knowledge of the design, development, and implementation of professional development
- Strong presentation skills
- Expertise in second language acquisition, sheltered instruction, and culturally responsive pedagogy
- Demonstrate strong organizational, communication, public relations, and interpersonal skills
- Knowledge of Title III federal program regulations and requirements

Major Responsibilities and Duties

Instructional and Program Management

1. Provides leadership for the development, articulation, implementation, and stewardship of Multilingual Programs, course content, assessment, and professional development.
2. Implements best practices related to technology use in classrooms and computer labs, as related to language development.
3. Facilitates grade-level team/department meetings to analyze Multilingual Programs assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.
4. Facilitates peer coaching by working with a teacher to plan, deliver, and analyze lessons.



5. Provides instructional support to teachers, when necessary, regarding effective strategies for Emergent Bilinguals.
6. Conducts professional development addressing Emergent Bilingual-specific course content and research-based best practices that go above and beyond what is required
7. Collaborate and coordinate with the Director and Elementary Coordinator for the Department of Multilingual Programs, in support of the campus principal to set goals regarding learner performance that are aligned to district programmatic and academic goals and campus needs.
8. Support the Department of Multilingual Programs and campus administrators in achieving language development in EBs.
9. Conducts demonstration lessons and facilitates classroom observations to improve instruction for emergent bilinguals.
10. Assists in coordinating the development and implementation of innovative instructional programs serving emergent bilinguals to achieve identified needs.
11. Support and target specific school sites, based on linguistic data, and assist administrators in increasing linguistic proficiency for students.
12. Attends professional learning opportunities as it relates to Emergent Bilingual students at the district level.
13. Add to the language curriculum as needed, to include more strategies and other components that go above and beyond what is already established and required by law.

Student Management

14. Provides instructional leadership to schools to accelerate the English language proficiency of students.
15. Assists in developing and implementing procedures to maximize Emergent Bilinguals' instructional opportunities within each elementary school.
16. Work cooperatively with educators to provide additional support for students dually identified as EB and SPED, GT, or other special services.
17. Help learners analyze and improve study methods and habits.

Policy, Reports, and Law

18. Works to ensure that schools comply with federal Title III requirements outlined in statute, education code, administrative code, and policy for emergent bilinguals.
19. Assists with preparing Title III reports accurately and timely and makes local recommendations relative to Multilingual Programs as requested.
20. Supports and follows Title III rules and policies.
21. Compile, maintain, and file all required physical and computerized reports, records, and other documents.

Budget and Inventory

22. Assists with developing, preparing, and administering the Title III budget for supplies and equipment.
23. Works with the teachers and staff to select resources that are compatible with the language acquisition goals and any related technological resources available that can be purchased using Title III funds.
24. Provide additional assistance with identifying resource materials to support campus administrators and educators in accomplishing their goals.
25. Provide additional input during the selection of books, equipment, and other instructional materials.



26. Provides support, encouragement, opportunities, and structure for staff to continually design more effective teaching and learning experiences for all students.
27. Provides timely, specific feedback to educators serving Emergent Bilinguals that validate best practices and encourage reflection.
28. Systematically and fairly recognizes and celebrates the accomplishments of staff and students.

Communications and Community Relations

29. Promotes and supports family and community involvement structures across the district.
30. Collaboratively establishes a culture that welcomes and honors families and communities and engages them in student learning.
31. Use effective communication skills to present information accurately and clearly.
32. Maintain a professional relationship with colleagues, students, parents, and community members.
33. Perform other duties as assigned, within the scope of Title III federal statutes.

Supervisory Responsibilities:

None

Mental demands/physical demands/environmental factors

Tools/Equipment Used: Standard office equipment including personal computer and peripherals; district vehicle

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Continual sitting and reaching; repetitive hand and arm motions; frequent walking

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours; frequent district-wide travel

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____