

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

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| TITLE: | Director, Multilingual Education, Teaching and Learning | CLASSIFICATION: | Non-Represented Management, Certificated |
| SERIES: | Director III | FLSA: | Exempt |
| JOB CLASS CODE: | 9777 | WORK YEAR: | 12 Months |
| DEPARTMENT: | Multilingual Education | SALARY: | Range 19 Salary Schedule B |
| REPORTS TO: | Assistant Superintendent of Curriculum and Instruction | BOARD APPROVAL: | 08-03-06 |
| | | HR APPROVAL: | 07-19-10 |
| | | CABINET REVISION: | 06-05-2020 |

BASIC FUNCTION:

Provide leadership and direction for the District’s multilingual program. Ensure each student’s success in English language acquisition. Stay current with research and best practices relating to English language acquisition and dual language programming.

Major responsibilities of the role include, but are not limited to: Administers, supervises, and evaluates the District’s K-12 multilingual education instructional program and manages day-to-day operations; provides leadership and strategic direction on the multilingual educational programs to District leadership; serves as the educational leader in supporting student performance outcomes of English Learners; and coordinates, identifies, and provides professional learning activities for certificated and classified staff. Facilitates a wide variety of internal and external activities for the purpose of assisting District and school leadership and staff in addressing and implementing equitable and inclusive instructional practices. Develops, implements, and supports multilingual integrated and designated English Learner programs that support student achievement, self-worth, and rigorous, innovative learning aligned to District and school goals. Perform other duties as assigned by the Assistant Superintendent.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Display knowledge and understanding of multilingual education theory and practices, the California English Language Development Proficiency Level Descriptors, and Standards and the English Learner Roadmap. **E**

Plan, establish and direct priorities and simultaneously coordinate a variety of projects related to curricula, instruction and assessment for district multilingual programs and equity initiatives. **E**

Provide direction for all multilingual instructional programs and testing, including ELPAC and curriculum embedded assessments, aligned with the policies and goals of the District. **E**

Provide technical expertise to staff, volunteers, committee members, and District personnel for the purpose of developing infrastructure, programs, and activities to achieve District and program goals, e.g., policies and procedures, equitable practices, opportunity and achievement gaps, and disproportionality in special education. **E**

Demonstrate a comprehensive understanding and working knowledge of language acquisition and dual language programming. **E**

Develop, promote, and support an innovative curriculum that helps each child develop a sense of self-worth and critical thinking skills according to the Strategic Plan of the District. **E**

Review and analyze student achievement data and make recommendations to the Chief Academic Officer and other District and school leadership on key strategies to increase student achievement, rigorous learning and English acquisition. **E**

Monitor English Learner instructional processes systematically and continuously to verify that program activities are keyed to producing desired student outcomes and program implementation success. **E**

Plan, develop, and implement an innovative comprehensive program for English learners and dual language programs that assess the needs of students, identify the barriers, establish objectives and priorities, and develop strategies to achieve objectives, and evaluates programs. **E**

Provide leadership and training in the development of action plans and the adoption of research-based strategies for the purpose of addressing the needs of diverse student and staff populations. **E**

Evaluate and recommend innovative improvement in the purpose, design, resources, materials, and implementation of multilingual instructional programs. **E**

Facilitate school and District planning sessions as requested for the purpose of meeting District goals and ensuring the success of multilingual and English Learner programs with a focus on student outcomes and results, e.g., site improvement plans, strategic planning, goal setting, and professional development. **E**

Assist and develop monolingual staff capacity to work effectively with English Learners in all curricular subjects and the development and implementation of comprehensive professional development plans to impact student achievement. **E**

Collaborate with staff to make recommendations for the acquisition and purchase of appropriate English Learner instructional materials and resources. **E**

Establish and maintain effective working relationships with others, supervise, and evaluate the performance of assigned bilingual and other staff. **E**

Serve as a parent and community liaison with the school district and involve the multilingual community in the education of their children. **E**

Provide technical expertise regarding assigned duties; formulate and develop curriculum, policies, and procedures; develop and implement short and long-term plans and activities designed to enhance assigned programs and services; and assume responsibility for program improvement. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepare and process grant applications, reports, inventories, and other materials; and operate a computer. **E**

Develop and prepare the department's annual budget; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Communicate and collaborate with other administrators, District personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; model District standards of ethics and professionalism. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; and plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Multilingual Education. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Master's degree in bilingual education, educational administration or a related field from an accredited college or institution. Doctorate preferred. Five years of supervisory/administrative/management experience in bilingual education or related field, preferably in a large urban school district. Experience as a teacher and/or school leader with documented success in improving student outcomes preferred.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Administrative Services Credential and Teaching Credential with an English Language Authorization from the State of California Commission on Teacher Credentialing; Education Specialist Instruction Credential preferred. Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Best practices, and current on national trends and research for the instruction of diverse learners.
- Communicate clearly and concisely, respond to questions, both orally and in writing, for multiple audiences.
- Planning, organization, and direction of multilingual education.
- Current research and theory of second language acquisition, effective English language development methods, and bilingual methodology.
- Purpose, rules, and regulations of state and federal categorical programs.
- Curriculum development policies and procedures.
- Budget preparation and control.
- Applicable laws, codes, regulations, policies, and procedures.
- School district organization, operations, policies, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Technical aspects of field of specialty.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

ABILITY TO:

- Prepare and submit federal and state reports to as needed and makes presentations as required by the Chief Academic Officer.
- Interpret and clarify data, goals, and outcomes of the District's multilingual educational programs as needed to the Board of Education, Superintendent, District, and school leadership and the community.
- Demonstrate knowledge and understanding of bilingual/ESL education theory and practices, use this information and other data to guide continuous program improvement innovation to support student progress and success.
- Read, analyze, and interpret professional journals, technical procedures, and governmental regulations

related to multilingual programs and instructional best practices and communicate to leadership and staff.

- Understand, develop, and implement English Learner assessment literacy strategies to ensure District and school staff use assessment results to guide instruction and program priorities.
- Analyze and identify present and potential problems, develop and evaluate alternate solutions and propose plans of action related to development and implementation of District multilingual programs.
- Provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, and communicate effectively both orally and in writing with individuals of varied cultural and educational backgrounds.
- Participate in meetings, workshops and seminars for the purpose of conveying/gathering information required to perform job functions and/or maintaining relationships with other agencies, e.g., state and regional committees and conferences, workshops, and orientations.
- Demonstrate knowledge and expertise of all state and federal multilingual programs; develop and manage the budget for the Multilingual Education Office.
- Coordinate and promote seeking of additional funds through grants and other sources related to multilingual education.
- Compile cost estimates and timelines based on district needs, goals and improvement priorities and prepare and present clear and concise reports, effectively present information and respond to questions for multiple audiences.
- Work independently with little direction to meet schedules and timelines.
- Prepare comprehensive narrative and statistical reports on a variety of educational topics.
- Communicate clearly and concisely, respond to questions, both orally and in writing, for multiple audiences.
- Read, interpret, apply, explain and provide guidance on special education rules, regulations, policies, and procedures.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet state and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office, school, and community environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; and lift light objects.

(Former Classification: Director III, Multilingual Literacy; Director III, Multilingual/Multicultural Education/Equity, Access, and Achievement)