

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST I - ESOL

GENERAL STATEMENT OF JOB

Under the supervision of the ESL Director, a Program Facilitator contributes to the development, coordination, implementation, and on-going evaluation of the Language Instruction Educational Program (LIEP), in Guilford County Schools. They support the Regional Office Staff, Principals, Curriculum Facilitators, and Teachers.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Works with ESL staff to implement a coherent curriculum aligned with state and national standards.

Promotes use of consistent ESL instructional framework and research-based strategies.

Helps support alignment with curriculum and instruction priorities.

Provides school ESL teachers with current research-based best practices in the area of second language acquisition as well as corresponding literacy resources and materials.

Works with ESL Director to improve and sustain a long-term professional growth framework that supports the implementation of services for English language learners in the district.

Provides supplemental professional development for school ESL teachers through training sessions, observations, modeling, and coaching.

Attends state meetings, district level meetings, Strategic Planning Teams, Curriculum & Instruction meetings as needed.

Assists the ESL Director in developing and coaching new teachers.

Analyzes school and district Limited English Proficient student data with ESL teachers to supplement planning for PLC discussions and more informed instructional decisions.

Collaborates with ESL Director and other district and school leaders to enhance data driven targeted intervention support for English language learners.

Models instructional strategies with teachers and staff in classrooms.

Makes regular classroom visits to support instructional improvement.

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Provides feedback to ESL teachers and staff regarding implementation issues.

Serves as coach working with staff to improve their practice.

Works with staff and schools to address learning needs of ESL students.

Coordinates with other departments, offices, and organizations to best serve student needs.

Provides customized professional development to meet unique ESL student needs and support differentiated instruction.

Participates in regular professional development to improve knowledge and skills.

Stays current with professional literature, latest research, and best practices.

Attends professional seminars, conventions, and other trainings to receive instruction in research-based second language acquisition strategies and how to work effectively with adult learners.

Attends and presents at local, state, and national conferences.

Serves as a liaison with colleges, universities, and educational partners to build capacity.

Performs other related work as required.

Works with ESL Coordinator to extend and improve communication with parents and community in developing the district's Title III Application.

MINIMUM TRAINING AND EXPERIENCE

NC Teaching License in English as a Second Language
Prior successful classroom experience
Demonstrated expert knowledge of K-12 World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standard Course of Study

SPECIAL REQUIREMENTS

Must possess a teaching certificate from the State of North Carolina. Must possess a valid North Carolina driver's license.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics and statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

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Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Masterful knowledge of ESL curriculum and best practices.

Highly developed presentation skills.

Knowledge of effective staff development models that lead to increased ESL student achievement.

Excellent oral and written communication skills.

Considerable human relations and human development skills.

Demonstrated leadership ability.

Good technical skills with technology and presentation tools.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to collect and analyze statistical data.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to plan and evaluate strategies for improving instruction.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.