

Job Title: Elementary Dual Language Strategist

Wage/Hour Status: Exempt

Reports to: Director of Bilingual/ESL Programs

Dept./School: Educational Support

Date Revised: 10/10/08

The following 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.

Primary Purpose:

To assist in the implementation and coordination of the district's articulated Dual Language program.

Qualifica Education/Certification:

Master's degree from an accredited university

Valid Texas teaching certificate including certification in Bilingual/ESL

Special Knowledge/Skills:

General knowledge of Bilingual/ESL curriculum and instruction

Advanced knowledge of effective Dual Language programs, methods and practices

Knowledge of TEKS, TAKS and ELPS

Knowledge of Chapter 89

Strong organizational, communication, and interpersonal skills

Computer skills

Experience:

At least three years of successful bilingual/ESL teaching experience

Background in Bilingual/ESL literacy education at the elementary level.

Major Responsibilities and Duties:

Instructional Improvement

- _____ 1. Provide support for objectives of the GPISD Bilingual/ESL department and the work of the Dual Language facilitator.
- _____ 2. Provide appropriate professional development and/or in-service training programs that cover Dual Language content and pedagogy and include equity and assessment strategies for all classroom teachers.
- _____ 3. Provide information and guidance for all Title I classroom teachers regarding a range of practices that support effective and innovative Dual Language program 50 50 Model to include:

Individual discussions, coaching sessions, demonstrations lessons, study groups, grade level and/or campus staff meetings, and district wide professional development.

- ____ 4. Assist campus administrators and classroom teachers in implementing challenging and rigorous curriculum based on the Texas Essential Knowledge and Skills (TEKS).
- ____ 5. Analyze student data with classroom teachers and assist in the development of an instructional plan to meet the needs of their students.
- ____ 6. Provide support of classroom teachers in the implementation of Dual Language strategies to ensure student success.
- ____ 7. Work in partnership with district personnel, campus principal, and campus staff to improve instruction for bilingual/.ESL district wide.
- ____ 8. Develop a schedule that is appropriate and equitable to teachers within the school district.

Professional Growth and Development

- ____ 9. Model the characteristics of a reflective professional who monitors and evaluates one's own professional activities with the goal of continual growth and development.
- ____ 10. Participate in appropriate professional development and/or training of current research-based mathematics practices to stay current and to build capacity.
- ____ 11. Model professional behavior at all times.
- ____ 12. Request support and/or resources when needed.
- ____ 13. Attend area, regional, and state mathematics meetings as appropriate.

School Organizational Climate

- ____ 14. Communicate regularly with campus principals and mathematics facilitators.
- ____ 15. Facilitate communication of district mathematics goals among district, campus, and classroom.
- ____ 16. Adhere to district policies and regulations.
- ____ 17. Maintain confidentiality of school, teachers, and classrooms.
- ____ 18. Exemplify professional collegial behavior and attitude.
- ____ 19. Be prompt and prepared for assigned duties.
- ____ 20. Maintain good attendance, when absent, comply with notification procedures.

Assigned Duties

- _____21. Perform such other duties and assume such other responsibilities as may, from time to time, be assigned.

Supervisory Responsibilities:

None.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Occasional prolonged and irregular hours.
