



RIALTO UNIFIED SCHOOL DISTRICT

Language Development Strategist Job Description

DEFINITION

Under the direction and supervision of the site principal, and the guidance of the Senior Director of English Learners, the Language Development Strategist (LDS) will be fully released from the classroom to provide supplemental services and support to the base program as a means of improving the English language proficiency and academic achievement of English Learners. The LDS must be knowledgeable of second language acquisition, curriculum and instruction for English Learners, EL assessment and accountability, CELDT proficiency levels, ELD standards, English Language Development, SDAIE strategies, and possess effective communication skills.

ESSENTIAL DUTIES

- Provide support to teachers for a coherent, effective guidance of rigorous curriculum and instruction to English Learning students, aligning ELD, ELA, and math content standards, curriculum, teaching, assessments, professional development, and evaluation methods for EL programs.
- Provide and monitor effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address the English learning student population, including EL students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
- Identifies and uses high-quality research and data-based EL strategies and practices that are appropriate in the local context to increase learning for EL students.
- Guide and support job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every EL student.
- Model openness to change and collaboration that improves practice and student outcomes.
- Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement for EL students.
- Maintains a monthly activity log, which is submitted at the end of each month to the site principal, Senior Director of English Learners, and Categorical Programs.
- Provide support, time, and resources for teachers to examine student work, progress, and learning practices in relation to the vision and goals for teaching and learning.
- The Language Development Strategies (LDS) regards diverse communities as a resource and works to engage all members in collaboration and partnerships that support teaching and learning. The LDS helps teachers communicate positively with families and makes sure families understand how to support their children's learning. When communicating with parents and the community, the LDS invites feedback and questions so that the community can be partners in providing the best education for EL students.
- Reflects on own work, analyzes strengths and establishes goals for professional growth.
- Models lifelong learning by continually deepening understanding and practice related to content, ELD standards, assessment, data, teacher support, evaluation of programs, and professional development
- Act as an EL resource to site certificated and classified staff and parents;
- Assist the school in meeting EIA-LEP Program requirements;
- Provide guidance on understanding the CELDT and the administration of the CELDT assessment;
- Provide ongoing staff development and coaching support to teachers, Bilingual Instructional Assistants, and administrators in the areas of ELD standards, SDAIE strategies, building academic language, differentiation, scaffolding and other relevant strategies
- Monitor the academic achievement of EL students on the annual CELDT; district benchmarks, curriculum-embedded assessments, progress reports, CSTs, etc;
- Disaggregate the data and assist with making instructional decisions regarding EL students;
- Assist the school in strengthening EL parent involvement at the school site
- Provide direct assistance to EL students including the coordination of early intervention strategies for English Learners not demonstrating academic progress in ELD or in content areas
- Develop the skills of coaching by participating in the district's instructional coaching professional development sessions

QUALIFICATIONS

KNOWLEDGE OF: California State English/Language Arts Standards; Components of Balanced Literacy; Research-based teaching strategies; Data-driven instructional decision making; Prentice-Hall Language Arts Program; Adult Learning Theory

ABILITY TO: Work collaboratively with peers; Teach students for demonstration purposes; Model the adage of “life-long learner”; Coach peers in a non-evaluative manner; Present materials/methods in a training environment; Use instructional technology tools and materials

EXPERIENCE AND EDUCATION

- Holds a valid Multiple Subject or Single Subject English Credential
- CLAD or BCLAD certificate or equivalent
- Bilingual – bi-literate preferable, but not necessary
- Minimum of five years teaching experience with three years within RUSD working directly with English Learners
- Ability to communicate and interact effectively with students, teachers, parents, administrators, and community members.

PHYSICAL DEMANDS

Physical class:

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use common school hand tools, computer, telephone and photocopy machine.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping: Low

Bending: Frequently

Lifting: Occasionally

Reaching: Occasionally

Handling: Constantly

Grasping: Occasionally

Fingering: Occasionally

Keyboarding: Medium - must be literate

Carrying: Occasionally

Standing: Occasionally

Kneeling: Low

Sitting: Occasionally

*Driving: Occasionally

Walking: Constantly

Push/Pull: Occasionally

***Verification of the possession of a valid California Motor Vehicle Operator’s License, a DMV printout and insurability by the District’s liability insurance carrier is required.**

Frequent motion:

Twisting: Low

Wrist flexion: Frequently

Elbow flexion/extension: Frequently

Reaching to shoulder level: Occasionally

Forward shoulder/neck flexion: Occasionally - 3 hours per day

Reaching to above shoulder level: Occasionally

Reaching below shoulder level: Frequently

Sensory requirements:

Ability to see: Constantly

Ability to hear: Constantly

Ability to talk: Constantly

Ability to smell: Constantly

Ability to touch: Constantly

Must be able to deal with these environmental considerations:

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| Heat: | Has own controls |
| Odor: | Yes |
| Noise: | Yes |
| Humidity: | Occasional |
| Moisture: | Occasional |
| Fluorescent lights: | Yes |
| Floor may be slippery at times: | Tiled areas |
| Working in close quarters with others: | Yes, all the time |
| Working inside: | 95% of the day |
| Working outside: | 5% of the day |

This job requires:

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| Alertness: | Constantly |
| Attention to detail: | Constantly |
| The use of two hands: | Constantly |
| Recall of names and dates: | Constantly |
| Ability to work in temperatures down to 30 degrees and up to 105 degrees. | |

Ability to deal with psychological factors:

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| Team work: | Constantly |
| Frustration: | Moderate - depends on the time of year |
| Repetitive tasks: | Yes, signature |
| Level of responsibility: | High |
| Must keep up with schedule: | High |
| Able to work extended hours as needed: | High |
| Dealing with upset employees, parents, community members: | Moderate |

Physiologic factors:

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| Must maintain a high level of consciousness: | Yes |
| Orientation to time, place or person: | Yes |
| Ability to read at 12 th grade level: | Yes |
| Ability to comprehend and follow directions: | Yes |
| Able to keep up a high activity level during the shift: | Yes |

