

# DeKalb County School District Position Specification

Title: Executive Director of English Language Learners

<b>DIVISION:</b> Student Services	<b>GRADE:</b> 134
<b>DEPARTMENT:</b> English Language Learners	<b>WORK DAYS:</b> 246
<b>REPORTS TO:</b> Chief of Student Services	<b>FLSA STATUS:</b> Exempt
<b>RETIREMENT:</b> Teachers Retirement System	<b>APPROVED (HR):</b> May 14, 2024

### General Statement of Job

Under limited supervision, lead the Department of English Language Learners, plan, develop, directs, implement and monitor all aspects of DeKalb County School District’s (DCSD) English Language Learners (ELL) program; serve as the instructional and operational leader of the International Center.

### Specific Duties and Responsibilities

**Essential Functions:**

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

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| <ul style="list-style-type: none"> <li>• Lead programs and procedures to improve pedagogy, assessment practices, planning, and related services for students identified for and receiving services through the District’s English to Speakers of Other Languages (ESOL) program.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Supervises and coordinate the work of personnel in the ELL department to include leading, monitoring and evaluating for effectiveness Adjust, research, and revise programs and services in support of the language acquisition and learning needs for students identified for and receiving services through the District’s ESOL program.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Collaborate with key leaders and personnel from other Divisions – including but not limited to – Curriculum and Instruction, Accountability and Continuous Improvement, Schools and Leadership, Human Resources, and Finance – to secure and dispatch resources, attract and recruit, develop top talent, develop and implement intermediate and long term plans, implement and monitor services, and evaluate impact of all aspects of the District’s ESOL program.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Collaborate with key leaders and personnel from other Divisions – particularly Schools and Leadership and Curriculum and Instruction, Wrap Around Supports, and Curriculum and Instruction to support schools’ master scheduling efforts towards maximum academic impact on the needs for English Language Learner students and to develop, implement, monitor, and measure efficacy and impact of professional development experiences for teachers across the District to improve learning outcomes for students identified for and receiving ESOL services.</li> </ul> |

<ul style="list-style-type: none"> <li>• Implement, oversee, monitor, and measure impact of the District's efforts to increase the number of teachers across the District to earn their ESOL endorsement on their teaching certificates. Utilize and monitor various methods to ensure the District remains compliant with applicable laws, regulations, policies, and mandates pertaining to services for students and families identified for and receiving ESOL services.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborate with key leaders and personnel from other Divisions – particularly Assessment and Continuous Improvement, and Schools and Leadership – to administer, monitor, and respond to the District's mandated assessments for students identified as English Language Learners.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborate with key leaders and personnel from other Divisions – particularly Assessment and Continuous Improvement, Schools and Leadership, and Curriculum and Instruction – to administer, monitor, and respond to results of various common formative assessments, universal screeners, benchmark assessments, and other formative academic indicators – for English Language Learner students.</li> </ul>
<ul style="list-style-type: none"> <li>• Establish, administer, and provide direct oversight for the English Language Learner departmental, ESOL program, and International Center budgets and expenditures- and ensure that spending levels are consistent with spending targets established for the fiscal year and approve Title III fund requests.</li> </ul>
<ul style="list-style-type: none"> <li>• Oversee program development and implementation of ESOL programs; attend and provide professional learning opportunities for teachers of English Language Learners and International Center staff. Represent the school district and participate on state and local committees and advisory boards as needed and/or as requested.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide direct supervision and evaluation for the staff assigned to the International Center. Lead the International Center in accordance with the tenants of our District's Core Values and best practices for positive work environments and parent engagement. Represent the school district and participate on state and local committees and advisory boards as needed and/or as requested.</li> </ul>
<ul style="list-style-type: none"> <li>• Coordinate Fall/Spring enrollment registration for identified English Language Learner students and process student visas; manage student exchange programs; oversee review and processing of foreign transcripts.</li> </ul>
<ul style="list-style-type: none"> <li>• Perform other duties as assigned.</li> </ul>

**Education and/or Experience**

Master's degree in ELL, linguistics, foreign languages or equivalent from a Professional Standards Commission approved accredited college or university is required.

Minimum five (5) years of previous experience as a teacher of English Language Learners with demonstrated successful advancement through the teaching and/or school or school system administrative hierarchy required.

Prior service in a formal instructional leadership position in an educational setting is required: with preference for prior service as a building principal, district-level director, district-level department head, or above.

### **Certificates, Licenses, Permits**

Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

### **Knowledge, Skills & Abilities**

**Knowledge of** organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws; school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment; principles and best practices relative to strategies for instruction of English Language Learners; second language acquisition; immigration issues and cultural diversity; No Child Left Behind Act (NCLB), Title III; and related state and federal laws and regulations affecting the education of international students and teacher preparation programs for ELL endorsement

**Skill in** effective oral, written, and interpersonal communication; coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; diagnosis and analysis of individual student needs; analytical thinking; and data analysis

**Ability to** direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; accurately retain and collect data; demonstrate sensitivity while supervising members of diverse populations; use basic and job-related computer applications; organize, prioritize assignments; and manage multiple tasks simultaneously

### **ADA Requirements:**

**Sedentary Work:** Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

**Reaching:** Extending hand(s) and arm(s) in any direction.

**Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

**Talking:** Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

**Vision:** The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes

are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

**Performance Factors:**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

**Independent Judgment:** Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

**Decision Making:** Ability to make appropriate business decisions.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

**Attendance and Dependability:** Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.