



## **RIALTO UNIFIED SCHOOL DISTRICT**

### **District Lead Multilingual Programs Strategist**

#### **Job Description**

#### **DEFINITION**

Under the direction and supervision of the Multilingual Programs Agent, The District Lead Multilingual Programs Strategist (DLMPS) provides assistance in implementing the Pathway to Biliteracy Framework: an implementation guide for Multilingual Programs with the purpose of closing the achievement gap for English Learners. The DLMPS will be fully released from the classroom to provide supplemental services and support to Structured English Immersion (SEI) and Dual Language Immersion (DLI) programs as a means of improving the English language proficiency and academic achievement of English Learners. The DLMPS must have expertise in; second language acquisition, implementation of Dual Language Immersion, curriculum and instruction for English Learners, EL assessment and accountability, ELA/ELD standards, English Language Development, SIOP, and SDAIE strategies. The DLMPS will play a key role in supporting student achievement by supporting school sites with timely feedback regarding curriculum, instruction, assessment, monitoring, placement, and reclassification of English Learners.

#### **ESSENTIAL DUTIES**

- Provide demonstration lessons, coaching, and professional development to individuals, school sites, small clusters, program specific groups, parent groups, and administrative groups to support the successful implementation of the district adopted curriculum, instructional routines, strategies, assessments, as well as local, state and federal mandates as they relate to English Learners.
- Collaborate with Education Services Areas to support the Pathways to Biliteracy Framework: An Implementation Guide for Multilingual Programs and Services to raise student achievement.
- Assist with training, calibration, and administration of language proficiency assessments in English and Spanish.
- Provide modeling and promote the use of differentiated instruction, including intervention and enrichment to meet the needs of English Learners having additional needs requiring special services of the GATE program.
- Collaborate with district and site professional developers to ensure the coordination of professional development and services.
- Advise and assist administrators, teachers, and support staff in monitoring progress of English Learners toward mastery of English language and academic content standards through the collection, maintenance and analysis of student assessment data for the purpose of guiding instruction and the appropriate placement of English Learners in core ELD, content area courses and intervention classes.
- Support various parent groups, including District English Learners Advisory Committee (DELAC) and site English Learners Advisory Committee (ELAC) by providing parents with information regarding California Common Core Standards, the ELD standards, and how to support language acquisition at home.
- Participate in grade-level team meetings, professional development sessions, site and district leadership teams, and committees.
- Maintain current knowledge of educational research, materials, and strategies by attending professional development sessions, meetings, trainings, and conferences pertaining to effective instruction and coaching.
- Work closely with site administrators, Emerging Linguist Specialists, and Site English Learner Facilitators to increase the staff's awareness and understanding of English Learner data and the reclassification and monitoring process.
- Collaborate with Multilingual Programs and Services administrators and site administrators to develop, implement, and monitor site English Learner program/plan goals and support teachers and staff serving English Learners.
- Provide support to Newcomer and Long Term English Learners by teaching specialized courses designed to prepare students for college and career.
- Assist with the design, implementation, and coaching of instruction that is linguistically and culturally responsive and promotes socio-cultural competency.

- Develop resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement for EL students.
- Provide support to teachers working with English Learners in the areas of ELD standards, SDAIE strategies, building academic language, differentiation, scaffolding, and other relevant strategies.
- 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.
- Perform other duties as assigned and as consistent with the scope and intent of the position.

## **QUALIFICATIONS**

### **Knowledge of:**

- Common Core English/Language Arts Standards/ English Language Development Standards and the ELA/ELD Framework
- Integrated and Designated English Language Development
- Literacy Standards in the content areas
- Research-based teaching strategies
- Data-driven instructional decision making
- EL Program design, ELD curriculum and instruction, and SDAIE, second language acquisition techniques, and inquiry based learning strategies
- Federal Program Monitoring (FPM) requirements for English Learners
- Effective Coaching Practices
- Adult Learning Theory

### **Ability to:**

- Work collaboratively with peers in English and Spanish
- Teach students for demonstration purposes in English and Spanish
- Model the adage of “life-long learner”
- Coach peers in a non-evaluative manner
- Present materials/methods in a training environment in English and Spanish
- Use instructional technology tools and materials in English and Spanish
- Use a data management system to analyze data for prescriptive and summative purposes
- Communicate and interact effectively with students, teachers, parents, administrators, and community members.

### **Experience and Education:**

- Must possess a valid Multiple Subject or Single Subject Credential
- Must possess a valid Bilingual authorization
- Minimum of four years of teaching experience with two years within RUSD working directly with English Learners.

## **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

**Physical requirements (continued):**

|              |                           |            |              |
|--------------|---------------------------|------------|--------------|
| Stooping:    | Low                       | Carrying:  | Occasionally |
| Bending:     | Frequently                | Standing:  | Occasionally |
| Lifting:     | Occasionally              | Kneeling:  | Low          |
| Reaching:    | Occasionally              | Sitting:   | Occasionally |
| Handling:    | Constantly                | *Driving:  | Occasionally |
| Grasping:    | Occasionally              | Walking:   | Constantly   |
| Fingering:   | Occasionally              | Push/Pull: | Occasionally |
| Keyboarding: | Medium - must be literate |            |              |

**\*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          | Forward shoulder/neck flexion:    | Occasionally - 3 hours per day |
| Wrist flexion:              | Frequently   | Reaching to above shoulder level: | Occasionally                   |
| Elbow flexion/extension:    | Frequently   | Reaching below shoulder level:    | Frequently                     |
| Reaching to shoulder level: | Occasionally |                                   |                                |

**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:**

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

**This job requires:**

|  |            |
|--|------------|
| 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:**

|   |  |
|---|--|
| Teamwork:   | 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, and community members: | Moderate                               |

**Physiologic factors:**

|   |     |
|---|-----|
| Must maintain a high level of consciousness:            | Yes |
| Orientation to time, place or person:                   | Yes |
| Ability to re12th-grade grade level:                    | Yes |
| Ability to comprehend and follow directions:            | Yes |
| Able to keep up a high activity level during the shift: | Yes |

**AN EQUAL OPPORTUNITY EMPLOYER  
RIALTO UNIFIED SCHOOL DISTRICT IS A "DRUG and TOBACCO-FREE WORKPLACE"**