



Elementary Dual Language/ML Spanish Coach

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description for certificated teachers in a coaching position with similar duties, responsibilities, classification, and compensation. Teachers assigned to the position description may or may not be assigned all the duties identified herein.

This job description does not constitute an employment agreement between the district and the employee and is subject to change as the district's needs and position requirements change.

Part I: Position Summary

The Elementary Dual Language Spanish/ML Coach will work with school building administrators, staff, grade-level teams, and individual teachers to facilitate the implementation of the school's dual language program. Teachers assigned to this position will have organizational responsibilities and instructional coach duties associated with the program.

Part II: Supervision and Controls over the Work

Works with independence and professional discretion under the supervision of the building principal or principal designee. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of the Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities

Dual Language Program Organizational Duties:

1. Meeting regularly with the district DL Facilitator and DL staff
2. Meeting with DL Task Force
3. Meeting regularly with the building Instructional and ML Coach to coordinate student support, interventions, and professional development.
4. Coordinating with office staff to ensure the identification of potential DL students upon enrollment.
5. Planning for DL para-educator lessons as appropriate
6. Overseeing Imagine Language & Literacy and Imagine Learning Español
7. Attending MTSS meetings for DL students of concern
8. Leading the discussion and completion of the data matrix for DL students of concern
9. Coordinating and assisting with WIDA ACCESS summative assessments

Instructional Coach Duties:

Building Support:

1. Providing professional development (i.e., Instructional best practices, Spanish foundational skills, language acquisition, DL data, Spanish Language Development for teachers, etc.).
2. Support implementation and professional learning related to ARC Spanish Language Arts Curriculum and best practices for Spanish Literacy.
3. Use and support teachers with the WIDA Marco Dale framework.
4. Build upon existing program documents to implement best practices for dual language instruction.
5. Facilitating grade-level teams in instructional planning, backward design, resources, and examining student work and data
6. Providing leadership in developing cultural competency and culturally responsive practices.
7. Monitoring the progress of DL students related to the Washington School Improvement Framework.
8. Collaborating with building instructional and ML coaches.
9. Supporting building intervention team and teachers with the Four-Step process for DL students of concern.

Grade Level Team and Individual Teacher Support:

1. Co-planning, co-teaching, and modeling lessons incorporating GLAD strategies.
2. Monitoring and sharing Imagine Language and Literacy and Imagine Learning Español resources and data related to DL student progress.
3. Providing and reviewing language development assessment data (WIDA Screener, WIDA ACCESS, WIDA Alternate ACCESS, ELPA21 Summative, and Spanish Assessments).

Parent Support:

1. Providing strategies to support their children.
2. Encouraging involvement (volunteering, tutoring, multicultural nights, DL Parent Advisory Board Meetings, DL Task Force, etc.).
3. Helping to navigate their child's school and district.
4. Serving as a resource (providing materials or strategies, books for home reading, etc.).
5. Promoting continued use of native language and development of bilingualism.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Bilingual skills. Must be literate and fluent in Spanish and English.

3. Successful completion of a teacher certification program at an accredited college or university and valid Washington state certification(s) and endorsement(s).
4. Demonstrated content knowledge for subjects/levels being taught.
5. Ability to communicate with parents, students, and staff verbally and in writing.
6. Commitment to collaboration, teaming, and effectiveness in working within a professional learning community.
7. Skill in classroom management and achieving, supporting, and maintaining acceptable student behavior.
8. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
9. Knowledge of child and adolescent development and ability to apply that knowledge to selecting and using curriculum materials and instructional practices.
10. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.
11. Knowledge and skill in culturally responsive teaching and learning.
12. Skill and ability to utilize technology to aid instruction, assessment, and learning.
13. Evidence of continuous professional learning, commitment to participate in professional growth opportunities, and self-reflection on professional practice.

Part V: Desired Qualifications

1. Successful experience teaching in a diverse student environment.
2. Successful experience in a team-teaching environment.
3. Successful experience in the grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that an employee must meet to perform the job's essential functions successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.

Frequently required to sit, talk, move about, hear, and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighing up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate or consistent with the subject being taught, but it can occasionally be abnormally loud.

May occasionally work in outside weather conditions and be exposed to wet and humid conditions, temperature fluctuations, fumes or airborne particles, and toxic or caustic chemicals commonly used in instruction and cleaning. They may be exposed to blood or other potentially infectious materials during duties. They may be exposed to contagious diseases carried by students.

You may be required to travel in school-owned or leased vehicles while supervising and assisting students.