



DIRECTOR OF DUAL LANGUAGE PROGRAMS

Classification: Director Level II

Location: District Office

Reports to: Director of Categorical Programs

FLSA Status: Exempt

Employee Group: Executive/Managerial

The 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 job requirements change.

Part I: Position Summary

The Dual Language Programs Director provides leadership in the development, implementation, administration, and assessment of the District's support program for dual language program students, their families, and the employees who work with them. The Director helps execute a vision and strategy that fosters the academic and social-emotional success of dual language students within a diverse and inclusive educational environment. The Director is primarily responsible for working with adults focused on effective teaching and support for dual language students.

Part II: Supervision and Controls over the Work

Serves under the guidance and supervision of the Categorical Programs Director, who provides program direction and assigns specific responsibilities and projects. The Dual Language Programs Director is expected to perform assigned responsibilities with a high level of independence and self-initiative within the guidance provided by the Categorical Programs Director. The Dual Language Programs Director keeps the Categorical Programs Director advised of progress and the need to address major issues or concerns.

The Dual Language Programs Director is responsible for results in terms of planning effectiveness and the achievement of goals and objectives. Work is guided by and must comply with federal and state law, the policy direction of the School Board, and compliance with federal, state, and local regulatory agencies. The district's strategic plan establishes goals and objectives, and the Categorical Programs Director establishes expectations.

Part III: Major Duties and Responsibilities

Program Administration:

1. Assures that policies, practices, and resources support dual language student learning and achievement.
2. Stays abreast of regulations and policies related to and impacting the dual language program. Advises the Categorical Programs Director and district staff on dual language program changes and advancements.
3. Leads the organization and implementation of assessments in collaboration with the Assessment, Research, and Special Services departments and schools.
4. Collaborates with teachers and administrators to collect, analyze, and use data to monitor and improve student achievement, assess program success, and meet federal and state reporting requirements.
5. Periodically provides oral and written reports on the status of the dual language program.

6. Contributes to completing necessary district, state, and federal reports. Monitors to ensure district compliance.
7. Supports and provides input into the development of district and school dual-language and multilingual budgets and monitors expenditures of approved budgets in conformance with district and state fiscal procedures and requirements.
8. Deals constructively with and resolves essential issues and interpersonal problems, upholding district beliefs and strategic goals.
9. Model professional and ethical behavior standards as set out in relevant professional standards.

Performs related duties as assigned.

Program Leadership:

1. Coordinates, supports, and provides district direction for the dual language program in all facets. Participates in developing, implementing, managing, and assessing programs and activities to identify eligible students, facilitate their language acquisition, build staff capacity to support dual language students better, promote and enhance culturally responsive practices, and communicate with and involve families of dual language program students.
2. Collaboratively establishes department goals and objectives, consistent with the district's strategic plan and district policies.
3. Communicates the district's vision for dual language programs internally and externally; disseminates and explains federal, state, and district policies and regulations on multilingual learners. Communicates and serves as liaison with district administration, departments, schools, the community, and outside agencies, facilitating a positive district image.
4. Coordinates, participates with, and supports the district's multilingual facilitators and administrative staff, facilitating their collaborative work.
5. Coordinates, supports, implements, and assesses training and direction for dual language teachers, ensuring the fidelity of the implementation of the dual language curriculum and program.
6. Leads professional development among classroom teachers, administrators, and staff on dual language and language acquisition, best instructional practices, cultural competency, and culturally responsive practices, and student needs and achievement for dual language students. Collaborates with other departments to integrate strategies to support dual language and multilingual students in curriculum, instruction, and professional development, and identify and provide appropriate interventions and supports.
7. Models professional growth. Participates in ongoing training to enhance professional skills; acquires and maintains appropriate credentials; maintains current knowledge on issues related to multilingual and dual language programs; engages in relevant regional and state training and professional development.
8. Promotes policies and actions that encourage culturally responsive pedagogies and practices, resulting in a positive, constructive, respectful, and welcoming climate responsive to the needs of dual language program students and their families, considering language, culture, ethnicity, and diverse backgrounds and learning abilities.

9. Collaborates with teachers and administrators to develop a coherent curriculum aligned with Proficiency Standards and evidence-based practices, following state and federal guidelines. Works with staff to assess student needs and program success, modify the program as needed, and investigate new products and services to improve student learning.
 10. Monitors own job performance; encourages feedback from staff, administrators, and community.
- Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have demonstrated record of working and interacting successfully with dual language program and/or multilingual students, their families, and the staff who work with them.
2. Master's degree in educational administration or its equivalent in education; valid Washington State administrator certification; teaching credential with EL or bilingual education endorsement.
3. Three or more years of educational leadership experience as a school or program administrator.
4. Successful experience teaching in a diverse student environment; successful experience teaching dual language and/or multilingual learners.
5. Knowledge of program design, performance standards, assessment, and best instructional practices for multilingual students PK-12; current trends and related laws and regulations governing multilingual education programs; and school district operations and procedures.
6. Successful experience in effective peer coaching and staff support.
7. Ability to organize and facilitate working groups and teams and move them towards agreement and implementation.
8. Knowledge and experience leading systemwide professional learning.
9. Organizational skills to carry out work schedules, respond to priorities, and simultaneously manage multiple tasks and issues.
10. Strong analytical and problem-solving skills.
11. Excellent collaborative and interpersonal skills and ability to communicate effectively in multiple venues and modalities.
12. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
13. Must maintain a valid Washington state driver's license or have demonstrated ability to travel between district sites.
14. Proficiency with computers and related technologies.



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Part V: Desired Qualifications

1. Advanced degree preferred.
2. Dual language and multilingual learner administrative experience.
3. Continued professional development in dual language and multilingual education.
4. Extensive knowledge of PK-12 pedagogy for dual language and multilingual learners.
5. Demonstrated ability to implement knowledge for program development and improvement.
6. Extensive experience facilitating professional development serving a range of adult learners.
7. Bilingual skills.

Part VI: Physical and Environmental Requirements of the Position

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

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear, and speak.

The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than 2 hours at a time, lift objects repeatedly, and undertake repeated motions.