

**SAN DIEGO UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Director, Office of Language Acquisitions (OLA)/ Language Schools	REPORTS TO:	Executive Director, Leadership and Learning
DEPARTMENT:	Office of Language Acquisitions (OLA)/ Language Schools	CLASSIFICATION	Certificated Management
FLSA:	Exempt	SALARY GRADE:	034 AASD
REVISED:	April 29, 2014		

BASIC FUNCTION:

Plan, organize, manage, and direct the improvement of instruction and implementation of programs for English Learners throughout the district; direct and supervise the operation of the Office of Language Acquisitions; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

E = Essential Functions

Plan, organize, manage, and direct the improvement of education for Pre K-12 English Learners throughout the district; create, enhance, and expand the design of these initiatives; review and/or conduct educational research on effective instructional strategies and approaches that support English Learners. ***E***

Oversee the design and implementation of the district's English Learner programs; develop professional development models for improving instruction for administrators; support personnel and teachers; recruit and contract experts to consult and support administrators, resource staff, and teachers. ***E***

Develop, review, and approve various proposed instructional models to support students at the various English language proficiency levels; supervise and monitor the improvement of English language development instruction by observing classrooms and collaborating with Principals, Area Superintendents, the Executive Director, Leadership and Learning, and appropriate content area personnel. ***E***

Work with Executive Director, Leadership and Learning, and Area Superintendents to identify the focus for professional development and support for English Learners across the district. ***E***

Work collaboratively with the Leadership and Learning Division staff to ensure the needs of English Learners are addressed when planning professional development and selecting instructional materials. ***E***

Work with Assessment Services staff to analyze student achievement, program design, implementation and effectiveness of the instructional programs and initiatives, district professional development and support strategies. ***E***

Oversee the process for selection of English Learner Support Teachers in collaboration with Area

Superintendents and the Executive Director, Leadership and Learning; oversee the quality of the English Learner Support Teacher Program. *E*

Develop the design and oversee the implementation of instruction, curriculum, and professional development for programs addressing the needs of English Learners who are provided extra support during the extended day and extended year programs. *E*

Organize and oversee ongoing professional development and support for teachers and administrators that focus on intervention programs for English Learners, especially in the areas of literacy and mathematics. *E*

Oversee the review and selection of district-wide curriculum materials that focus on supporting the needs of English Learners and are established on research-based language acquisition theories. *E*

Collaborate with and assist Area Superintendents, the Executive Director, Leadership and Learning, and the appropriate directors of specific content areas with the development and organization of professional development for administrators in the area of English language acquisition and English language development. *E*

Develop and prepare the annual preliminary budget for the department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations. *E*

Chair appropriate committees. *E*

Support and evaluate the performance of assigned staff; provide continuing professional development in instruction and curriculum for the department staff; interview and select employees and recommend transfers, reassignment, termination, and disciplinary actions. *E*

Provide technical expertise, information, and assistance to the Executive Director, Leadership and Learning. *E*

Assist in the formulation and development of policies, procedures, and programs; advise the Executive Director, Leadership and Learning of strengths and unusual trends or issues; recommend appropriate corrective action. *E*

Represent the district at national, state, and local meetings and conferences. *E*

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to assigned activities and personnel; research and prepare Board reports on matters related to the work of the department and others as requested. *E*

Communicate with other administrators and district personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; develop policies and procedures to encourage effective and efficient management controls. *E*

Review existing and pending legislation related to procedural guidelines which are interrelated to the department's programs and recommend origination, modification, or support of legislative measures; monitor the implementation of English Learner requirements and services. *E*

Assist in developing grant proposals related to instructional improvements for English Learners. *E*

Lead or participate in meetings involving parent/community groups and others to provide information about English language development, English Learner compliance items and appropriate supports for students who are acquiring English as a second language. *E*

Collaborate with various content area directors and school personnel to ensure appropriate English Language Development standards and assessments are utilized. *E*

Operate a computer and assigned software programs and other office equipment. *E*

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

A combination of training, experience, and/or education equivalent to graduation from a recognized college or university with a master’s degree in education and seven years of recent, directly related experience in educational leadership assignments. Supervisory experience is highly preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid Administrative Credential.
- Valid California driver’s license.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Effective, research-based instructional strategies, theories, techniques, and methods of instruction including but not limited to language acquisition theory and English language development.
- Instructional leadership at the site level.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision, and training.
- Applicable laws, codes, regulations, policies, and procedures.
- Title III regulations.
- Interpersonal skills using tact, patience, and courtesy.
- Operation of a computer and assigned software.

ABILITY TO:

- Plan, organize, manage and direct the improvement of English Learner support for Pre K-12 students throughout the district.
- Provide instructional leadership and direction to initiatives focused on improving the performance of English Learners.
- Manage, train, support, and evaluate the performance of assigned staff.
- Maintain current knowledge of applicable provisions of applicable federal, State, and District laws, rules, and regulations.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies, and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Meet schedules and time lines.
- Plan and organize work.
- Direct the maintenance of a variety of reports and files related to assigned activities.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; lifting light objects.

Issued 08.11.06

Job Code 1156

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