

Sacramento County Office of Education Job Description
Classification Title: Curriculum Specialist,
Multilingual-English Learner Programs and Accountability

DEFINITION

Under general direction, coordinates, develops and implements professional development and technical assistance for site and district administrators and other instructional personnel necessary to plan and improve educational programs for all Multilingual-English learner students; performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

Clerical and technical personnel

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks, which may be found in positions within this classification.)

Plans, organizes, and promotes various activities regarding consultation and support for the improvement of programs for Multilingual-English learner students in accordance with the related State and Federal accountability requirements, content standards, and curriculum frameworks; develops, facilitates, and provides training and resources for districts, site leadership teams, and classroom teachers to support the implementation of research-based practices with an emphasis in how to support the diverse needs of Multilingual-English Learners; provides technical assistance to educators and Local Educational Agencies on data analysis, plan development, implementation, program evaluation and reporting to create and enhance positive linguistically and culturally diverse opportunities for students; serves on appropriate committees, teams, and work groups; coordinates collaborative activities for educators working with Multilingual-English learner students across educational agencies; advocates for appropriate instructional changes and modifications to improve the availability and effectiveness of language acquisition programs; supports educators in developing and implementing effective instructional techniques and practices through observation and feedback, coaching and modeling instruction, and one-on-one and group observations; collaborates with departments to identify and develop resources for educators to support the needs of Multilingual-English learners.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California teaching credential based on a bachelor's degree and student teaching, with an English Language Development authorization; successful teaching experience at elementary and/or secondary level, developing curriculum, delivering professional learning and providing technical assistance and support for teachers and administrators related to Multilingual-English learner education required; bilingual certification, world language program experience, and administrative services credential desirable.

Knowledge of:

California English Language Development standards, frameworks and curriculum; methods of developing and delivering professional learning; child and adult learning theory; California Department of Education and State Board of Education accountability policies and program improvement processes related to Multilingual-English Learners; best practices in English Language Development instruction, including dual language program models, and assessment; best practices regarding data collection analysis; effective strategies for establishing and maintaining positive relationships; interpersonal skills using tact, patience and courtesy; standard software applications including video-conferencing platforms.

Skill and Ability to:

Plan, implement, assess, and evaluate programs and services for Multilingual-English learner students; maintain current knowledge of program rules, regulations, requirements, and restrictions; analyze data to develop and implement recommendations for student service and program improvements; develop measurable goals and objectives, set priorities, and evaluate progress toward achievement; plan, develop, and deliver professional learning to educators; establish and maintain positive cooperative and effective working relationships; communicate accurately and effectively in both oral and written form with individuals and groups from diverse backgrounds; model strong interpersonal skills using tact, patience, courtesy, and culturally appropriate supports; effectively transmit knowledge and skills to a variety of educational partners; meet schedules and timelines; integrate the use of technology to enhance job performance; operate office equipment and use standard software applications, including video-conferencing platforms.

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