

Title:	TSA-ESL Program Specialist	Reports To:	Principal or Administrative Designee	
Department:	Adult School	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input type="checkbox"/> CSEA 27 <input checked="" type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	Full Time	No. of Work Days:	177	
FLSA Classification:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input type="checkbox"/> Update of job description <input checked="" type="checkbox"/> New job description	
Salary Schedule:	<input checked="" type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input type="checkbox"/> CSEA 27 – Range XX <input type="checkbox"/> CSEA 860	

### **DEFINITION**

Under general supervision, the ESL Program Specialist will effectively interact, communicate, and collaborate with students, colleagues, and other stakeholders to foster student learning. Doing so will require the ESL Program Specialist to: prepare various records, forms, and reports as required; effectively use personal computing devices and software applications for the management of student records, instructional efficiency, and professional development; and operate general office and technology equipment to conduct daily activities. The duties described above will be in addition to an ESL teaching assignment of 12 hours a week. Please note that the ESL Program Specialist may need to perform other related duties as required.

### **DUTIES AND RESPONSIBILITIES**

- Organize ESL special events (such as open house)
- Promote positive student culture and organize ways in which to help students reach expectations for attendance and behavior
- Provide third party assessment for student transfers
- Provide office hours during evening or morning class (whichever is not during their teaching assignment) at least 2 times a week
- Monitor curriculum and assessment alignment between ESL levels and work with ESL teachers when updates need to occur
- Collaborate with stakeholders and partners to facilitate college and career transitions pathways
- Collaborate with site staff to develop PD goals

- Design and facilitate professional development (PD) that furthers PD goals, developing, and maintaining data that measures impact on student learning
- Align PD to accreditation process, which may include conducting the self-study, monitoring progress of school's action plan, and gathering and examining data related to student learning outcomes
- Mentor teacher candidates who are working on their credentialing
- Facilitate peer observations and/or sharing of best practices
- Provide coaching and training on teacher best practices- including modeling teaching practices, helping with lesson planning, and researching resources
- Collaborate with teacher and students to select appropriate school-wide student learning objectives (differentiated by ESL level) for state/federal mandated curriculum
- Develop curriculum and assessment materials for selected learning objectives for state/federal mandated curriculum
- Coordinate and record assessment results for state/federal mandated curriculum and submit as required
- Perform duties as assigned

#### **Education and Experience:**

- Experience in researched-based instructional practices
- Experience in coaching and training of adult learners desired
- Experience in educational curriculum planning and implementation desired
- Strong oral and written communication skills
- Strong interpersonal skills using tact, patience, and courtesy
- Strong group process facilitation skills
- Strong time management and organizational skills
- Effective problem solving skills
- Five or more years of teaching English Language Learners preferred

#### **Knowledge of:**

- California Standards for the Teaching Profession
- College and Career Readiness Standards
- English Language Proficiency Standards for Adult Education

#### **Licenses and Certifications:**

- Adult Education Credential with an English Language Learner Authorization; or
- Clear California Single Subject, or Multiple Subject with an English Learner Authorization

#### **PHYSICAL DEMANDS**

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency		Activity	Frequency
Bend	I		Lift/carry 0-10 lbs	F
Twist	O		Lift/carry 11-25 lbs	I

Squat	I		Lift/carry 26-40 lbs	O
Kneel	I		Lift/carry 41-100 lbs	N
Climb	O		Stand	F
Reach above shoulder	I		Walk	F
Grip/Grasp	F		Sit	F
Extend/Flex Neck	O		Drive	O
Use Dominant Hand	F		Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	O		Keyboarding/Mouse Work	F
Ability to See	F		Ability to Hear	F

### **ENVIRONMENTAL ELEMENTS**

Employees primarily work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees occasionally work outdoors and are exposed to dust, fumes, allergens, vermin, parasites, or insects.

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