



*Position Description*  
**Executive Director of English Learner  
Education Programs & Services**

*Salary Level: Based on Individual Contract*

*Revised Date: February 24, 2022*

*Contract/Benefits: Based on Individual Contract*

*Prepared by: Kathleen H. Gill*

*Department or Area: English Learner Education*

*Approved By: Superintendent, Dr. John Stanford, and  
Deputy Superintendent Jennifer Ramos*

*Reports To: Deputy Superintendent/Chief  
Academic Officer*

***Qualifications:***

1. Master's Degree required.
  - Major in TESOL
  - Major in Bilingual Education
  - Major in Ed Leadership with PreK-12 Administrative Certificate
2. Five or more years of administrative experience including school and/or central administration experience at a director, principal or executive level.
3. Successful experience working with English Learners and/or Dual Language Instruction in an urban school district.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

***Summary***

When reporting directly to the Chief Academic Officer, the English Learner Education Programs & Services will support the educational performance and financial stability of the district by providing strategic, forward thinking, and visionary leadership for the Office of English Learner Education Programs and the Newcomer Academies team members. The Executive Director will monitor and utilize data systems to meet state and federal mandates. The Executive Director of English Learner Education Programs & Services will also lead and direct the efforts of the team in the Office of English Learner Education Programs to provide exceptional customer service to internal and external constituents. The Executive Director of English Learner Education Programs & Services will serve and provide counsel as a member of the Superintendent's Executive Leadership Team.

***Essential Duties and Responsibilities***

1. Provide leadership, direction, supervision, both personally and through curriculum specialists and the supervisor, and support to bilingual, ESL and World language programs.
2. Develop and refine the philosophy, policies and operating procedures for the implementation of bilingual education, ESL and World Language programs in consonance with other school district policies, relevant state statutes and federal law.
3. Provide resource personnel to schools and support services to students for the development and/or improvement of bilingual education, ESL and World language programs and implement guidelines as well as Title III support.

4. Administers, supervises, and coordinates, both directly and through supervisory personnel, the day-to-day operations and activities of the Bilingual/Multicultural Education Office including placement of ELLS, language assessment and monitoring of ELLs students, curriculum development, supervision of bilingual/ESL staff and World language staff.
5. Hold quarterly meetings with Bilingual/ESL principals for information dissemination and professional development in programmatic and compliance matters related to ELLs as well as Title III support.
6. Monitor the language acquisition of language minority and ELLs students in the bilingual education and ESL programs from the point of entry to exit; monitor the academic achievement of student populations that the Bilingual/Multicultural Education Office services.
7. Monitor the academic achievement of ESL students and language immersion program students.
8. Develop and monitor a budget that adequately meets the personnel and programmatic needs of the office
9. Translation services
10. Develop and monitor Title III budget as well as participate in the development of the district's ESEA Consolidated Plan.
11. Initiate and promote modified and/or new programs for linguistic and culturally diverse populations.
12. Monitor ELL language and academic progress to meet the Annual Measurement Achievement Objectives for ELLs as mandated by NCLB.
13. Collaborate with the Assessment Office in the academic and language assessment issues/mandates for ELLs.
14. Communicate to and collaborate with community and civic groups, institutions of higher education and community-based agencies which serve linguistic and culturally diverse populations as well as promote the development of education services for parents of linguistic and culturally diverse populations.
15. Collaborate with other programs affecting linguistic and culturally diverse populations and advocate for improving and expanding services for linguistic and culturally diverse populations in Special Education, Title I, Gifted & Talented, IB and AP programs and other district initiatives.
16. Collaborate with the Department of Curriculum and Instruction for equitable participation of linguistic and culturally diverse populations in all district's curricular activities, as well as professional development activities for teachers of linguistic and culturally diverse populations.
17. Collaborate with other central services departments and divisions to ensure compliance matters are met accordingly.
18. Work with DPI in matters of policies, procedures, reports, grants, etc. pertaining to the implementation of the Bilingual Education Program.
19. Completes other duties as assigned.

### ***Supervisory Responsibilities***

Directly supervises administrators and other team members in the Office of English Learner Education Programs. Performs supervisory responsibilities in accordance with the district's policies and applicable local, state, and federal laws.

### ***Competencies***

To perform the job successfully, an individual should demonstrate the following competencies:

#### *Interpersonal Skills*

##### *Interpersonal Relations*

Focuses on solving conflict in a positive and constructive manner; Maintains confidentiality while listening to others without interrupting. Shows reasonable control of personal emotions and exhibits objectivity and openness to the views of others.

##### *Oral and Written Communication*

Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills.

Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively.

##### *Teamwork*

Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of staff above own interests and recognition; Able to build group commitment to goals and objectives.

#### *Leadership Skills*

##### *Visionary Leadership*

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism. Support missions and visions of Allentown School District

##### *Change Management*

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

##### *Delegation*

Delegates work assignments; Matches the responsibility to the position; Gives authority to work independently when appropriate; Sets expectations and monitors delegated activities; Provides recognition for results.

##### *Leadership*

Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others

##### *Managing People*

Includes staff in planning and decision-making; Takes responsibility for the performance of staff; Accessible to staff; Provides regular performance feedback to staff; Develops the skills of staff and encourages growth; Continually works to improve supervisory skills.

##### *Quality Management*

Identifies, develops, and implements systems to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others. Demonstrates the ability to move from planning stages to operational stages

##### *Analytical*

Synthesizes complex or diverse information; Collects and analyzes data; Uses research, experience, and intuition to complement data.

##### *Safety and Security*

Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines.

*Problem Solving*

Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

*Organizational Skills*

*Complex Roles*

Strong organizational skills with demonstrated ability to manage multiple complex roles and responsibilities

*Cost Management*

Works within approved budget; Conserves district/school resources.

*Diversity*

Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Assembles a diverse staff.

*Organizational Support*

Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district/school's goals and values. Demonstrated ability to effectively manage limited resources to support strategic organizational goal attainment

*Strategic Thinking*

Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

*Personal Competencies*

*Judgment*

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

*Ethics*

Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity.

*Motivation*

Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals

*Planning/Organizing*

Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives.

*Professionalism*

Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions.

*Personal Quality*

Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality.

*Dependability*

Follows instructions, responds to supervisory direction; Takes ownership of decisions and reasoning; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

*Innovation*

Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

*Technological*

Demonstrates use of technology for high quality completion of duties and responsibilities and in the development and implementation of Human Resources systems, procedures, and protocols.

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***Physical Demands***

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands and fingers to handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

***Evaluation***

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: \_\_\_\_\_

Date: \_\_\_\_\_

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*Individual serving in this position*