



**David Douglas School District #40**  
**Licensed - Job Description**

**JOB TITLE:** Language Development Specialist (LDS)

**Reports To:** Building Principal

**Job Purpose Statement/s:** The purpose of the Language Development Specialist (LDS) is to provide comprehensive and systematic process of district support for the increased academic improvement and advancement of English Language Learners.

The LDS is non-evaluative support position for classroom teachers and other staff members in the coaching and modeling of effective English Language instruction based on ELD State Standards and Common Core Standards; facilitate professional development collaboration for effective classroom instruction; oversees and coordinates language assessments, data and reports; and assists teachers in using the data to plan effective instruction.

**Essential Job Functions:**

- **Plan** and **implement** a language program of study following state and district goals to meet the individual needs and abilities of students
- **Assess** language proficiency in English of students grades K-12
- **Teach**, team teach and model/demonstrate language lessons in the areas of listening, speaking, reading and writing
- **Support, train** and **coach** classroom teachers in explicit language lesson planning and language embedded content units
- **Provide** best practices for differentiating instruction for all student learners
- **Provide** language tutorial and intervention services to students as needed
- **Meet** with and support classroom teachers and staff members to implement and follow the State Standards and District Scope and Sequence
- **Collaborate** with school staff and families to improve the quality of student academic performance by developing solutions and planning instruction
- **Prepare** instructional materials and reports
- **Review** achievement data with classroom teachers and staff members and explore ways to adjust instruction and activities to improve the academic success of students
- **Assess** students' language development and/or skills for the purpose of providing feedback to students, families and administration regarding student's academic progress
- **Communicate** with building and district staff, families and families, community agencies and other educational personnel as appropriate
- **Support** building administrators in the use of data to identify instructional strategies that will foster improvement in student achievement
- **Provide** support for administrators on ELD walkthroughs and use of an ELD Observational Tool
- **Network** and collaborate with other LD Specialists
- **Confer** with colleagues, administrators, students and/or families as necessary
- **Guide** and support coordination of instructional assistant activities
- **Guide** and help to coordinate interpreter services for assigned school

**Other Job Functions:**

- **Maintain** accurate and complete records and database information of LEP student population as required by law, district policy and Administrative Regulations
- **Attend** trainings and meetings and acts as a liaison between the Curriculum Department and the assigned school
- **Attend** IEP meeting for students on caseload
- **Demonstrate** a professional and positive attitude when carrying out the responsibilities as a building and district staff member
- **Stay** current with research and best practices in language instruction
- **Self-reflect** upon own performance and accept and utilize professional suggestions and feedback
- **Meet** the state standards for competent and ethical performance
- **Perform** other duties as determined by the Building Administrator and/or Director of ESL
- **Maintain** and upkeep accurate records, data and reports
- **Meet** deadlines

#### **Skills, Knowledge and/ or Abilities Required:**

*Skills* in successfully teaching, planning, developing and implementing appropriate curriculum and assisting teachers in realizing success for all student learners. Strong written and oral communication skills. Excellent organizational skills for effectively managing multiple tasks. Skills in utilizing and accessing technology as related to job responsibilities.

*Knowledge* and skills to interpret and synthesize data on student performance and develop prescriptive teaching strategies. Knowledge of English Language Development best practices in instructional theory, curriculum, state education code and district policies. Knows and implements research based English Language Development content pedagogy. Knows and uses state/local learning goals, professional teaching standards and assessments. Knows and is responsible for the unique and diverse needs of students, parents, and community (cultural competence).

*Abilities* to move freely to various locations, sit, stand, walk and bend, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parent, other school personnel, meet schedule and deadlines. Significant physical abilities include lifting/carrying/reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception and accommodation field of vision. Moderate degree of physical stamina, with frequent lifting of up to 10 pounds and occasional lifting of up to 50 pounds required. Exposure to noise and activity of a classroom setting.

#### **Effective Interpersonal Communication**

- Works collaboratively
- Listens with compassion and empathy
- Communicates openly, honestly and sensitively
- Builds rapport and trusting relationships
- Respects confidentiality
- Can clearly explain thinking and decision-making regarding classroom practices and language instruction
- Manages conflict effectively

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#### **Attendance:**

Will have regular attendance at work and work activities. Will be punctual in meeting deadlines, attending meetings, and following schedules.

**Education Required:** Bachelor's Degree

**Qualifications:**

- Holds an Oregon teaching certificate
- Minimum of five years teaching experience
- English Language Development/Sheltered-Differentiation Training Completion
- Adeptness as a building teacher-leader and a professional development facilitator
- Prefer candidates with a completed ESOL endorsement; candidate working towards an ESOL endorsement completion and/or candidates with formal Language Acquisition and Sheltered Instruction Training.

**Licenses, Bonding and/or Testing Required:** Appropriate Teacher Standards and Practices Commission license, Criminal Justice fingerprint clearance, valid driver's license and evidence of insurability.

**The David Douglas School District welcomes applications from candidates that expand the District's diversity.**

Multi-Cultural preferred. Bi-Lingual preferred.

**Other:** First aid card and cardiopulmonary resuscitation certificate.

**Terms of Employment:** Salary and work year according to the current contract and school calendar. May also include additional training days during the summer.

**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the Board Policy on Evaluation of Licensed Staff Personnel.

**David Douglas School District Drug Testing and Criminal Background check**

Per district policy all offers of employment shall be contingent upon the successful passing of a district required drug test and criminal background check. David Douglas School District's Human Resources will designate where and when the testing will be conducted. The offer of employment will be withdrawn from candidates who test positive for drugs.