

**COORDINATOR, ESEA/ECIA, SCHOOL BASED COORDINATED,  
AND TRANSITIONAL ENGLISH PROGRAMS**

**Definition:**

Under direct supervision of the Director, Special Programs, to have the major responsibility of coordinating ESEA/ECIA, School Based Coordinated, and Transitional English programs of the Folsom Cordova Unified School District in accordance with established policies and procedures.

**Qualifications:**

Credential

Appropriate credentials (teaching and Administrative Services Credential)

*Preferred:* Bilingual Competency Certification or Bilingual Education Credential or Language Development Specialist Certificate.

Experience

Five (5) years of elementary teaching experience, preferably with experience in a Chapter I school; three (3) years in a Transitional English classroom; three (3) years administrative experience.

Personal Traits

Knowledge of and commitment to School Based Coordinated, Bilingual and Chapter I education; a working knowledge of curriculum and procedures for instructional improvement; the ability to plan, organize, supervise and evaluate; perceptiveness and the ability to resolve conflicts in a diplomatic and reasonable manner; broad and in-depth knowledge of language acquisition and cultural diversity; the ability to communicate effectively in at least two languages through speaking and writing; the ability to work under stress; and the ability to work harmoniously and cooperatively with professional and lay publics.

An advanced degree is desirable.

**Typical Duties and Responsibilities:**

- ❖ Consults with and reports to the Director of Special Programs to insure appropriate program organization and continuous improvement of School Based Coordinated, Chapter I, and Transitional English efforts.
- ❖ Interprets, implements, and maintains the integrity of Board Policies, State school laws and administrative practices and procedures.
- ❖ Works cooperatively with Research and Evaluation to evaluate School Based Coordinated, Transitional English, and Chapter I programs and/or activities.
- ❖ Develops drafts, writes, and submits the annual Consolidated Applications for identified programs.
- ❖ Assists with the identification of Chapter I and Transitional English students.
- ❖ Determines whether the individual educational needs of Chapter I and Transitional English students are being met; oversees the development of services that improve the quality and adequacy of second language acquisition and access to the core curriculum.
- ❖ Develops and implements a staff development plan for identified programs to insure professional growth and development towards the attainment of Federal, State, District, and building instructional goals and objectives.
- ❖ Monitor compliance with Federal and State regulations; coordinates, provides training and assists with Quality and Compliance Reviews within the consortium.

**COORDINATOR, ESEA/ECIA, SCHOOL BASED COORDINATED, AND TRANSITIONAL ENGLISH PROGRAMS** (continued)

**Typical Duties and Responsibilities:** (continued)

- ❖ Develops and monitors restricted and other appropriate budgets in consultation with management staff and with approval by the Director, Special Programs.
- ❖ Works with all principals and program staffs to provide training in cultural diversity.
- ❖ Assists in developing Parent Coordinator expectations.
- ❖ Provides training and coordination of the work of Parent Coordinators to enhance broad-based parent participation and involvement in schools.
- ❖ Evaluates the performance of classified office staffs assigned to Chapter I, School Based Coordinated, and Transitional English programs.
- ❖ Offers guidance and assistance to the building or department heads regarding the evaluation of Parent Coordinators and other classified and certificated staffs who work with Chapter I and Transitional English students.
- ❖ Coordinates and evaluates School Based Coordinated, ESEA/ECIA, and Transitional English Parent Education Programs.

Board Approved: 10/06/1992