

## **Emergent Bilingual Coordinator**

---

**Reports To:** Executive Director of Bilingual Education and Special Programs

**Dept / Campus:** District-wide

**Pay Grade:** P-301

**Board Approval:** April 2025

---

### **PRIMARY PURPOSE / FUNCTION:**

To assist the Executive Director of Bilingual Education and Special Programs with the effective implementation of the Bilingual and ESL instructional programs (PK-12), in order to improve student achievement in state accountability, increase second language acquisition in English and Spanish for Dual Language and ESL students, and to ensure state mandates and guidelines are met. A deep understanding of the alignment and implementation of the English Language Proficiency Standards with the Texas Essential Knowledge and Skills from Pre Kinder through grade 12 is necessary to accomplish these goals.

### **QUALIFICATIONS:**

#### **Education/Certification:**

Valid Texas teaching certification  
English as Second Language Certification  
Bilingual Certification

#### **Special Knowledge/Skills:**

Excellent organization, communication, and interpersonal skills  
Ability to model effective instructional strategies for emergent bilinguals  
Knowledge of state and local policies and procedures related to migrant and LEP populations  
Ability to disaggregate and analyze multiple sources of data  
Knowledge of the LPAC process and ability to lead campus teams in the process  
Excellent knowledge of computer technology and the associated software tools  
The ability to quickly establish rapport with both students and adults  
Demonstrated zest for learning  
Calm and patient demeanor with staff and others

#### **Experience:**

Minimum of three years teaching experience.  
Preferred leadership experience.

### **MAJOR RESPONSIBILITIES AND DUTIES:**

## **EB Coordinator**

### **Instructional Management**

1. Support the full continuum of services for emergent bilinguals (EBs) to ensure that each student meets and exceeds local and state standards.
2. Support the full continuum of services for newcomer students.
3. Continually review state and local data to ensure teachers of emergent bilinguals are targeting areas of needed improvement.
4. Participate in campus PLCs and use current student data to share strategies with teachers of EBs to improve instructional practice.
5. Support lesson plan creation and model the delivery of instruction of those plans for teachers in greatest need, and follow up with modeling and co-teaching until effective instructional delivery is observed in grades 4-12.
6. Monitor all classrooms with EBs and deliver complete coaching cycles where needed to include a fully documented process.

### **School Improvement**

7. Plan staff development to meet campus staff needs relative to the Bilingual/ESL program.
8. Provide support to campuses for the identification, evaluation, and selection of instructional materials for EBs.
9. Ensure the appropriate and timely collection of all documentation needed for initial identification within the first 30 days of school, and LPACs.
10. Facilitate LPAC training for LPAC Administrators and parents to ensure that LPAC meetings and documentation meet state requirements for all campuses.
11. Compile, maintain, and file all reports, records, and other documents required for EBs and support campus staff with required documentation, including monitoring and supporting the maintenance of campus EB folders for all campuses.
12. Monitor PEIMS data each six weeks to ensure EB codes are accurate and make changes accordingly for all campuses.
13. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

### **School Climate**

14. Present a positive role model that supports the mission of the school District.
15. Maintain a positive and effective relationship with supervisor, teachers, other campus personnel, students, and parents.
16. Comply with all district and local campus routines and regulations.

## EB Coordinator

- |                              |     |   |
|------------------------------|-----|---|
|                              | 17. | Effectively communicate with colleagues and students.   |
|                              | 18. | Demonstrate behavior that is professional, ethical, and responsible.  |
| Professional Development     | 19. | Develop needed professional skills appropriate to personal growth and professional job assignments.   |
| School/<br>Parent Engagement | 20. | Articulate to the community the district's mission and goals in all areas of assigned responsibility and solicit its support in realizing the mission.                            |
|                              | 21. | Collaborate with Family and Parent Engagement Team to plan and conduct parent meetings to provide activities that will lead to them being able to support their students at home. |
|                              | 23. | Demonstrate consumer sensitive techniques that will enhance customer delight.   |
|                              | 24. | Perform any other duties as assigned.   |

### SUPERVISORY RESPONSIBILITIES:

None.

### Mental Demands/Physical Demands/Environmental Factors:

**Tools/Equipment Used:** Personal computer and peripherals; standard instructional equipment

**Posture:** Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

**Motion:** Frequent walking

**Lifting:** Regular light lifting and carrying

**Environment:** Work inside and outside; occasional travel to students' home; occasional travel out of district required

**Mental Demands:** Maintain emotional control under stress; may work prolonged or irregular hours

The foregoing statements describe the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

---

Employee

---

Date

---

Supervisor

---

Date