



# IRVINE UNIFIED SCHOOL DISTRICT

## COORDINATOR II: ENGLISH LANGUAGE ASSESSMENT AND EVALUATION

### DEFINITION:

Under the general direction of the Coordinator of Language Development Programs, implement the state English language proficiency assessment, support schools in understanding the state and district process for identification, progress monitoring, and reclassification of English Learners, and provide support in interpreting data and data-driven decision making.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Provides and interprets assessment results and student achievement data for site staff to support data-driven decision making for the improvement of EL instructional programs.
- Coordinates the administration of the following state mandated and district assessments:
  - Initial English Language Assessment of California (IELPAC)
  - English Language Assessment of California (ELPAC) Summative
  - Alternate English Language Proficiency Assessments
  - Native Language Assessment (NLA)
- Submits and retrieves assessment data through TOMS and AERIES system
- Completes tasks associated with the coordination of required/mandated assessments listed above:
  - Establishes and monitors testing schedules at the district and site level;
  - Orders materials;
  - Trains and supervises LDP Short-term proctors
  - Trains Site ELPAC Coordinators and support staff
  - Fields questions from staff about procedures, protocols, and testing environments
  - Receives materials from publisher and arranges for delivery to sites
  - Receives materials from sites and arranges for delivery to publisher
  - Inventories district supply of test materials and required equipment
- Generates and disseminates Parent Notification of assessment results, program placement and progress
- Summarizes results and student achievement data for the Board and LCAP updates
- Provides technical assistance for monitoring EL and RFEP student progress and determining eligibility for reclassification to FEP status
- Participates in all district-level Coordinator meetings

### QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed 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.

**KNOWLEDGE AND ABILITIES**

- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing English learner programs in California.
- Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.
- Ability to collaborate with other agencies in planning and implementing effective instructional programs for English learners, including staff and parent training, within established budget constraints.
- Ability to analyze complex situations and prepare response alternatives for consideration by decision-making groups.
- Knowledge of State funding allocation methods.

**EDUCATION/EXPERIENCE:**

- Three years of successful certificated teaching experience
- A Master's degree from an accredited college or university is preferred.
- Valid California teaching or other related Services credential
- Valid Certification for Teaching English Learners (LDS, CLAD, CTEL, SDAIE)
- California Administrative Services or other related Services credential
- Possession of a valid California driver's license

**PHYSICAL DEMANDS:**

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.