

Graduation Achievement

CHARTER HIGH SCHOOL



Job title	<i>ESOL Coordinator</i>
Reports to	<i>Executive Director of Federal Programs & Student Services</i>
Direct Report(s)	<i>None</i>

Job Summary

The district ESOL Coordinator is responsible for leading the district's English to speakers of other languages program, including insuring that regulations are met and that ESOL students supported appropriately in their academic and language acquisition development. He/she is responsible for supporting the Director of Federal Programs, Graduation Achievement Center Program Coordinators and Teachers in all ESOL instructional programs. This position involves ESOL program coordination and language acquisition instruction. This is a full-time, year round position, which will require evening and weekend hours on occasion in order to communicate with students and families.

Main Responsibilities

- Work as directed to support the goals of Georgia Online Academy, Inc., management and team
- Coordinates testing of ESOL students
- Follow-up on the students in need of standardized testing for waiver and accommodations.
- Chair LEP committee meetings, as needed to determine student services and placement.
- Communicate Student Eligibility and placement with parents in a timely manner
- Assist teachers with determining interventions for students.
- Demonstrate ESOL teaching strategies at GAC centers.
- Act as a trainer/resource to school level and central service teachers and staff.
- Develop and deliver professional learning activities for staff and parents.
- Coordinates ESOL data collection and reporting at district level.
- Maintains records of all ESOL students and their status.
- Verify any edits generated from IC during FTE survey periods.
- Upload necessary documents to student records
- Serve as a liaison between advisors, registrar, and Title III.
- Attend workshops, conferences and meetings necessary to maintain compliance with Federal, State, and local laws.
- Uses research based teaching strategies to deliver direct instruction in language acquisition.
- Ensures students make academic progress in core content areas.
- Maintains communications on student growth with parents, teachers and district staff.
- Maintains a positive and welcoming environment for students and parents.
- Perform other duties as assigned

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Key Relationships

- Internal: Chief Academic Officer, Chief Leadership Officer, Director of Data Operations, Director of Special Education, Director of Federal Programs, Program Coordinators, Teachers, Advisors
- External: Parents/Guardians, Students, State Department of Education

Key Behavioral Competencies

- Personal Accountability - When commits to do something, does it decisively, responsibly and with urgency. Can be relied on consistently, including: Demonstrates a strong sense of urgency through prioritizing and following through on commitments
- Drives hard to meet and frequently exceed goals and objectives within tight timeframes

Decision Making

- Makes timely decisions
- Takes bold, decisive action or makes commitments, despite risks, conflict or uncertainty, after considering the available courses of action and the needs and values of others

Relationship-Building

- Establishes rapport with people easily
- Develops and maintains a network of contacts who can provide information, help and access to others

Courageous Leadership

- Addresses difficult issues
- Puts self on line to deal with important problems
- Stands firm when necessary

Background

- Bachelor degree required, master's degree preferred
- Certification in ESOL or ESOL endorsement. Additional HiQ qualifications in a content area preferred.
- Testing experience preferred
- Minimum three years ESOL experience in a traditional (brick & mortar) school or similar program
- Experience teaching or participating in an e-learning/online learning course preferred
- Strong written and verbal skills
- Proficiency with Microsoft Excel, PowerPoint, Word, and Outlook
- Proficiency with multimedia communication tools, such as discussion boards, web logs, email, instant messaging and audio podcasts
- Ability and availability to travel within the state as needed
- High degree of flexibility
- Demonstrated ability to thrive in a fast-paced work environment
- Excellent communication skills both written and verbal

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Working Conditions:

- Normal office environment

Physical Demands:

- Routine physical activity associated with normal office environment
- Demonstrated ability to thrive in a fast-paced work environment

Graduation Achievement Charter High School Philosophy

Graduation Achievement Charter High School is the standard for providing students with creative choices for their future. Proper resources, sufficient support, and the flexibility to differentiate instruction are essential. The most important resource is strong collaboration among stakeholders, starting with an outstanding staff and students invested in their own success. Effective educators engage all students in the teaching and learning process, provide them with the right tools to take charge of their own learning, and facilitate a successful transition to independent lifelong learning.

Graduation Achievement Charter High School Mission

The mission of Graduation Achievement Charter High School is to provide historically underserved students with a flexible and highly individualized virtual high school experience.

An Equal Opportunity Employer

It is the policy of Graduation Achievement Charter High School to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizen status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law.