Director of ESL and Bilingual Education

**DISTRICT OVERVIEW**

Holyoke Public Schools (HPS) serves 5,400 in 11 schools and employs nearly 1000 people.  The District was placed into receivership by the State of Massachusetts in Spring 2015, due to struggling performance well below the state average.  Dr. Stephen Zrike Jr., a seasoned Massachusetts educator, was selected as Receiver to lead this exciting turnaround effort, which includes significant autonomy and flexibility from the traditional school system.  Since being in receivership, the District has experienced many promising successes, including an 8-point increase in graduation rates and 29-point decrease in the number of students who drop-out.   HPS has also extended the school day for students in preschool to 8th grade, expanded choice programs such as dual language and personalized learning, and offering new opportunities to students, such as computer science. For more information about the HPS Turnaround Plan, please visit: [http://www.hps.holyoke.ma.us/turnaroundplan.htm](http://www.hps.holyoke.ma.us/turnaroundplan.htm%22%20%5Ct%20%22_blank).

**POSITION OVERVIEW**

Reporting to the District Director of Curriculum, Instruction and Assessment, the Director of English as a Second Language (ESL) and Bilingual Education will lead the critical work involved in developing and implementing a district-wide vision for achievement of students who are English Learners (ELs) and dual language learners that maintains high expectations for student learning and is tightly aligned with the district’s vision for core instruction. This person will also be tasked with developing district-wide systems, structures, and protocols that align with the vision to improve teaching and learning of ELs that is in line with Massachusetts and federal regulations.

This is an ideal position for a visionary and organized leader with a proven track record of systems-level thinking and implementation, problem-solving and instructional leadership. The Director of ESL and Bilingual Education will be a key part of a fast-paced and dedicated team that works together to provide the children and families of the Holyoke Public Schools with the highest possible level of education and service pursuant to the district’s turnaround plan. The responsibilities of this position are primarily aligned to the Turnaround Plan’s Priority 1: High Quality Instruction for All Students, Priority 2: Personalized Pathways and Priority 4: An Effective and Thriving Workforce.

**RESPONSIBILITIES:**

**Leadership:**

* Serve as a strategic advisor, functional expert and thought partner to school and district leaders regarding curriculum, instruction and assessment of English Learners and dual language Learners**.**
* Analyze and and act on data at the district, school, classroom, and student levels to improve ESL and bilingual instruction and make decisions related to programming.
* Collaborate with the Pupil Services Department to develop a strategic plan for addressing the needs of English Learners on IEPs and reducing overidentification of English Learners as students with disabilities.
* Promote bilingualism in the district and work with stakeholders to expand programming for English Learners and dual language learners.
* Help establish and provide assistance to an English Learner (EL) Parent Advisory Council designed to advise the school district on matters related to English learners, the creation of new ELE programs, and participate in the planning and development of programs to improve educational opportunities for English learners.
* Collaborate with members of district leadership to support student achievement through embedding research-based instructional practices and strategies that promote the teaching and learning of English Learners and dual language learners.
* Assist building principals with the hiring of building-based ESL and dual language positions.
* Promote Holyoke Public Schools on a local, state and national level through positive interactions with stakeholders.
* Develop more comprehensive and effective instructional approaches and pathways for students who are English Learners (ELs).
* Be an active member of the district Dual Language Task Force to promote the mission of providing students access to becoming bilingual, biliterate, and multicultural in the district’s Dual Language programs.

**Instructional:**

* Sustain high learning expectations for all students and enhance the consistency and rigor of classroom instruction by overseeing the full implementation of the Massachusetts Curriculum Frameworks which include Common Core Standards and WIDA Language Development Standards.
* Research best-in-class curricula, instructional methods and assessments to support student learning, ensuring all is aligned or can be aligned to the MA standards, in collaboration with academics team members.
* Collaborate within the academic team and with School Supervisor and Principals on instructional design, curriculum development, assessment and training so that school leaders and teachers are growing rapidly and performance gaps are closed quickly for English Learners and dual language learners.
* Identify, cultivate and disseminate innovations in ESL curriculum and instructional design across the district.
* Evaluate existing SEI and dual language programming during the school year as well as in the afterschool and summer programs.
* Coach, develop, and support Building English Learner Lead teachers to extend the vision of high quality instruction for English Learners which will include developing strategies, skills, tools, and techniques that give English Learners access to grade level instruction aligned to Massachusetts Curriculum Frameworks which include Common Core Standards and WIDA Language Development Standards.
* Provide professional development in areas related to the effective teaching of English Learners and dual language learners as aligned with Next Generation ESL and Guiding Principles of Dual Language.
* Co-observe classrooms regularly to partner with School Supervisors and Principals to constantly evaluate and improve instruction, curriculum implementation, assessments, interventions and other aspects of the academic program and culture at schools
* Work with School Supervisors, academic team and schools to ensure vertical alignment of the dual language pathway.
* Serve as a thought partner and academics expert on the development and refinement of pathways, including dual language (PK - 4 and growing), and newcomer programming.
* Actively participate in designing the district-wide vision for tiered systems of support that are culturally and linguistically responsive.

**Financial and Operational:**

* Supervise the Title III Specialist and ELE Senior Data Clerk.
* Write, oversee, and manage the district’s Title III grant.
* Ensure compliance with federal and state regulations related to educating English Learners.
* Serve as district ACCESS Test Coordinator to ensure successful administration of the WIDA ACCESS assessments.
* Ensure all core academic and career and technical education teachers and administrators are SEI Endorsed, per state regulations, and in collaboration with the Human Resources Dept.
* Provide technical assistance to the district’s Chief Financial Officer related to the ESL teacher allocations during the budget season.

All other responsibilities as assigned by the Receiver/Superintendent or his designee.

**CANDIDATE REQUIREMENTS:**

**Experience, skills, traits, and beliefs:**

* Demonstrated history of raising student achievement, particularly that of English Learners
* 3+ years of experience as a school or district instructional leader managing student outcomes in English Language Education
* A minimum of three years of managerial experience required, with a track record of effective turnaround school-level leadership preferred
* Deep expertise in Common Core State Standards, WIDA, and the MA framework, pedagogy and proven track record assessment data to drive student achievement gains in an urban setting
* Demonstrated ability to speak and write clearly, succinctly and persuasively such that expectations are clear, timelines are delineated, and excellence is defined
* Exceptional interpersonal skills, with a track record of working collaboratively with staff and partners to build consensus and deliver exceptional results
* A commitment to high expectations for all students, particularly the traditionally underserved student populations (i.e., students with disabilities, limited language proficiency, and low socio-economic status) and unwavering belief that all students can excel
* Ability to manage multiple priorities from a variety of sources, organizing and prioritizing effectively to impact areas of greatest need
* Experience organizing and running effective and efficient meetings and professional learning
* Ability to analyze complex problems and develop coherent, actionable strategies
* A service mindset and alignment to the district theory of action
* A bachelor’s degree required; graduate degree in a related field strongly preferred
* Superintendent/Asst Superintendent/Director/Principal license
* Bilingual, Spanish/English, strongly preferred.

**COMPENSATION AND BENEFITS:**

Salary and benefits will be competitive and commensurate with experience.

Best,

Kelly A. Curran

Manager of Recruitment

Holyoke Public Schools

[57 Suffolk Street](https://maps.google.com/?q=57+Suffolk+Street+%0D%0A%0D%0A+Holyoke,+MA+01040&entry=gmail&source=g" \t "_blank)

[Holyoke, MA 01040](https://maps.google.com/?q=57+Suffolk+Street+%0D%0A%0D%0A+Holyoke,+MA+01040&entry=gmail&source=g" \t "_blank)

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**Holyoke Public Schools**

**A Pathway for Every Student**

Click here for a list of current openings: [https://holyoke.tedk12.com/hire/index.aspx](https://holyoke.tedk12.com/hire/index.aspx%22%20%5Ct%20%22_blank)

Check out reasons to teach at HPS!

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