

ADMINISTRATOR, ESOL TRANSITIONAL HIGH SCHOOLS**Definition**

Oversees the planning, assessment, instructional leadership, communication, community relations, safety, and administrative management required to manage English for Speakers of Other Languages (ESOL) transitional high school(s); assists the principal of the host school(s) with administrative responsibilities, as requested; and performs related duties as required or assigned.

Typical Tasks (illustrative only)

Administers the affairs of ESOL transitional high school(s) consistent with district policy and procedures, including supervision of certified and support employees. Administers and directs the coordination of a comprehensive ESOL transitional education program; acts as the liaison with the traditional general education high schools, alternative high schools and learning centers, and adult education programs; monitors student intake procedures and assessment; studies the educational needs of the county and develops plans for meeting these needs, including special programs where appropriate; develops or participates in development of a master schedule for the educational program of the ESOL transitional high school program with optimum use of facilities and staff; participates in the planning, development, implementation, and evaluation of the instructional program and develops and executes appropriate in-service training programs; participates in the evaluation of faculty and support staff; enforces standards of discipline, health, and safety, which promote the general welfare of both students and staff; maintains continuing communication and serves as liaison with civic and community sources, and interprets School Board policies to students, staff, and the community; carries out a variety of assigned administrative responsibilities, such as supervision of student safety; participates in personnel selections and assignments; supervises and actively participates in student counseling, scheduling, and schedule adjustments; coordinates summer school programs for transitional high school students; provides technical assistance and training to transitional high school and host school personnel in ESOL and cross-cultural issues; provides ongoing assessment and modification of the instructional program; analyzes and uses data on student achievement to increase learning; develops long-range plans in collaboration with ESOL office and school staff; collaborates with staff to develop school improvement plans; uses community resources and volunteer services to provide tutoring and other services to students; approves educational materials for classroom use which reflect the diversity and pluralism in society; and communicates effectively with ESOL department chairpersons; and prepares the ESOL transitional high school budget and supervises the maintenance of financial and budgetary controls.

Supervision Received/Given

Receives general supervision from a director. Participates in the screening, selection, assignment, supervision, and evaluation of staff, as assigned. Provides guidance and assistance to full-, part-time, and/or hourly employees, as required.

Education/Experience/Skills

Postgraduate Professional License (master's degree) with endorsements in one or more high school subjects with endorsement in administration and supervision preK-12, plus six years of progressively more responsible teaching experience at the high school or adult education level related to ESOL and language programs, two of which shall have been in an administrative or supervisory role. Equivalent education and experience may be considered. Knowledge of FCPS curriculum, instructional goals, procedures, and practices in ESOL programs; knowledge of growth and development and learning theory in specialty; skill in teaching adult learners; ability to manage curriculum development, staff development, and related activities and provide a high level of instructional leadership for teachers and administrators; excellent human relations skills and ability to establish and maintain successful cooperative working relationships with appropriate school communities, and school-based and central office staffs; ability to communicate effectively, both orally and in writing; knowledge of the ESOL instructional program and the principals and practices of secondary school education, and the ability to apply them to the needs of the school; ability to plan and supervise the work of others; and ability to develop effective working relationships with students from diverse populations, staff members, and the general public.