

**DELANO UNION SCHOOL DISTRICT**  
**DISTRICT LEARNING COORDINATOR**

JOB SUMMARY:

Under the direction of the Superintendent or administrative designee, the District Learning Coordinator works collaboratively with district and site administration to provide support, professional development, data analysis, and coordination related to the effective implementation of the district's instructional program, with a focus on the specific learning needs of English learners, McKinney-Vento, foster youth, chronically absent students, and students performing below grade-level, to ensure efforts result in improved student achievement.

REQUIRED QUALIFICATIONS:

1. Credential: Current administrative services credential; and appropriate teaching credential (multiple or single subject).
2. Education: Bachelor's Degree; Master's Degree or higher in education, or related field is preferred.
3. Experience: Demonstrated successful classroom teaching experience in grades K-8. School site (K-8) administrative experience preferred. Successful recent experience and demonstrated successful leadership skills in curriculum, instruction, and assessment. Demonstrated ability to work cooperatively and interdependently with district and school site staff. Ability to effectively communicate both verbally and in writing.
4. Personal Qualities: Demonstrated interpersonal and organizational skills; demonstrated leadership ability and the capacity to work successfully as part of an administrative team; demonstrated commitment to positive, respectful, and collaborative relationships with students, staff, parents and community.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Work collaboratively with district and site administration to develop and refine site instructional programs with the goal to increase student achievement.
- B. Conduct classroom visitations and support the supervision of instruction to ensure teachers and staff receive timely and actionable feedback regarding their instructional practices.
- C. Assist with the selection, planning, and implementation of appropriate instructional strategies, curriculum, materials, and pacing that are aligned with site-level achievement goals.
- D. Assist teachers in preparing, mapping, and pacing for instruction.
- E. Work collaboratively with district and site administration to develop and implement effective intervention programs that reflect the specific learning needs of English learners, McKinney-Vento, foster youth, chronically absent students, and students performing below grade-level.

- F. Work collaboratively with district and site administration to support the implementation of the co-teaching model districtwide.
- G. Work collaboratively with district and site administration to coordinate agendas for structured teacher planning time (STPT).
- H. Support the implementation of the education and literacy element of the DUSD Expanded Learning Opportunities Program (ELOP).
- I. Assist site administration in analyzing student achievement data and developing and implementing appropriate action plans to address learning needs.
- J. Provide ongoing professional development and support the implementation of district-sponsored professional development opportunities, with a focus on the specific learning needs of English learners, McKinney-Vento, foster youth, chronically absent students, and students performing below grade-level.
- K. Perform other administrative duties as assigned by Superintendent or administrative designee.
- L. Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis:

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51.75%              |
| 2. Occasional = 25 - 50%  | 4. Very Frequent = 76% & above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 2 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 3 d. Ability to hear and understand speech at normal levels.
- 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 1 g. Ability to lift 20 lbs.
- 1 h. Ability to carry 15 lbs.
- 2 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

1. Participate in meetings involving administration, curriculum facilitators, and instructional staff.
2. Gives, understands, and carries out oral and written directions; works effectively under stress and changing conditions.
3. Effectively operates and runs reports for all instructional program software including, but not limited to, Aeries, ESGI, Excel, IXL, STAR, and the KIDS platform.
4. Have a working knowledge of district curriculum, pacing guides, assessments and their related platforms.
5. Prioritizes and schedules work.
6. Maintains and establishes appropriate confidentiality of all materials.
7. Meets timelines and schedules.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Authorized Representative: \_\_\_\_\_ Date: \_\_\_\_\_

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of their responsibilities, duties and skills required of personnel so classified.

Approved: June 12, 2023