Director of PK–5 Dual Language Immersion (DLI) and LOTE Spanish

Department	Academics / Trilingual Program
Reports To	Executive Director of Academics
Work Calendar	219 Days
Position Type	District Leadership

POSITION SUMMARY

- Provides district leadership for the Spanish component of the ILTexas Trilingual Program: the PK–5 50/50 Dual Language Two-Way Immersion (DLI) model, in which Spanish is integrated into core content rather than taught as a standalone course; the PK–5 Transitional Bilingual Early Exit (TBE) program; and the 6–12 LOTE Spanish pathway, including advanced and AP Spanish.
- Ensures a coherent PK–12 pathway — PK–5 DLI and 2nd-5th TBE leading into 6–12 LOTE Spanish — toward bilingualism, biliteracy, intercultural competence, and high academic achievement.
- Oversees language placement, proficiency assessment grounded in ACTFL proficiency standards (APPL testing), elementary literacy data (mCLASS, iStation), AP Spanish, professional learning, hiring support, and program evaluation across DLI, TBE, and LOTE Spanish.
- Collaborates with the Director of Chinese and Executive Director of Emergent Bilingual (EB), and partners with the Directors of Reading Language Arts, Mathematics, Science, and Social Studies to support DLI and TBE implementation across core content.
- Serves as the district's subject-matter expert on DLI, TBE, Spanish language education, biliteracy, and secondary Spanish programming.

ELEMENTARY IMPLEMENTATION — PK–5 DLI & 2nd-5th TBE

- Oversee daily implementation and evaluation of the 50/50 Dual Language Two-Way DLI model and the Transitional Bilingual Early Exit (TBE) program, monitoring language allocation and model fidelity through learning walks, observations, and program reviews. TBE limited to grades 2–5, alongside the 50/50 Dual Language model, based on student/campus needs.
- Partner with the Directors of Reading Language Arts, Mathematics, Science, and Social Studies to align DLI and TBE instruction with grade-level standards and instructional expectations, and to select high-quality Spanish-language materials for both programs.
- Coach campus leaders and teachers, using elementary literacy data from **mCLASS** and **iStation**, alongside classroom evidence, to monitor student progress in both programs and target instructional support.

SECONDARY PROGRAMMING — 6–12 LOTE SPANISH & AP

- Lead the transition from PK–5 DLI and 2nd-5th TBE to the 6–12 LOTE Spanish model, ensuring secondary courses build on the elementary bilingual foundation.
- Establish secondary Spanish pathways, including advanced and AP Spanish (Language and/or Literature), aligned with College Board expectations; support student recruitment and placement.
- Collaborate with secondary campus leaders on scheduling, staffing, and course offerings; monitor AP Spanish participation, performance, and provide related professional learning.

LANGUAGE PROFICIENCY ASSESSMENT & PLACEMENT

- Oversee districtwide placement, continuation, and exit procedures and criteria for students in DLI, 2nd-5th TBE, and LOTE Spanish, grounded in ACTFL proficiency standards and applicable state requirements for transitional bilingual programming.

Elementary (PK–5)

- Use mCLASS and iStation data to monitor Spanish and English literacy development across DLI and TBE, informing placement, program continuation, TBE exit decisions, and instructional decisions.

Secondary (6–12)

- Lead districtwide planning, administration, and analysis of the APPL assessment, including testing schedules, campus procedures, and student eligibility.

Ensure placement and assessment practices remain equitable and consistent across campuses.

CURRICULUM, INSTRUCTION & ASSESSMENT

- Provide leadership and evaluation in biliteracy, language acquisition, and content-area instruction across DLI, TBE, and LOTE Spanish, PK–12.

Elementary (PK–5)

- Partner with the four core academic directors to align DLI and TBE curriculum, instruction, and assessment with core content standards, and support selection of Spanish-language instructional materials for both programs.

Secondary (6–12)

- Use AP Spanish outcomes and AAPPL proficiency data, and LOTE TEKS proficiency to identify instructional priorities and drive adjustments to LOTE course pacing, materials, and instructional support.

PROFESSIONAL LEARNING, STAFFING & HIRING SUPPORT

- Design and facilitate professional learning for DLI, TBE, and LOTE Spanish teachers, coaches, and administrators, including job-embedded coaching, PLCs, and onboarding for staff new to DLI, TBE, or Spanish instruction.
- Serve as subject-matter expert supporting Human Resources and campus leaders in hiring: vet candidates' Spanish language proficiency for open DLI, TBE, and LOTE Spanish teaching positions.
- Provide staffing recommendations based on program needs.

TRILINGUAL PROGRAM LEADERSHIP, CULTURE & FAMILY ENGAGEMENT

- Collaborate with the Director of Chinese and Executive Director of EB on districtwide multilingual and trilingual initiatives.
- Organize Hispanic/Spanish Heritage Month, the Spanish Spelling Bee, and other cultural and academic competitions.
- Communicate program pathways, placement, and expectations to families; represent ILTexas at community and professional events.

COMPLIANCE & PROGRAM EVALUATION

- Monitor compliance with federal, state, and district requirements for DLI and TBE programming, including transitional bilingual program requirements; support campuses in applying TEA and ILTexas requirements.
- Evaluate program fidelity and outcomes for DLI, TBE, and LOTE Spanish using achievement, proficiency, AAPPL, AP, enrollment, TEKS assessment, and staffing data; prepare reports and recommendations for the Executive Director of Academics.
- Develop and implement improvement plans when outcomes do not meet expectations.

REQUIRED QUALIFICATIONS

- Master's degree in Education, Curriculum & Instruction, Dual Language/Bilingual Education, Spanish, Educational Leadership, or a related field.
- Valid Texas educator certification; administrative certification preferred.
- Demonstrated advanced proficiency in Spanish and English.
- Significant experience teaching or leading in a dual language, transitional bilingual, immersion, or Spanish-language setting, with a record of curriculum development, instructional leadership, or program administration.
- Strong knowledge of dual language and transitional bilingual education, second-language acquisition, biliteracy, and Spanish pedagogy; demonstrated ability to collaborate across departments.

PREFERRED QUALIFICATIONS

- Experience leading a PK–12 program spanning elementary DLI/TBE and secondary LOTE.

- Experience with ACTFL proficiency standards and AAPPL testing, and with elementary literacy data platforms such as mCLASS or iStation.
- Experience with AP Spanish Language and/or Literature, and with vetting Spanish language proficiency of teaching candidates.
- Experience leading districtwide cultural events, language competitions, and program evaluation within a multilingual or trilingual setting.

KNOWLEDGE, SKILLS & ABILITIES

- Deep knowledge of PK–12 DLI, 2nd-5th TBE, and LOTE Spanish programming, second-language acquisition, and biliteracy development, including the instructional requirements of a 50/50 Dual Language Two-Way model.
- Knowledge of ACTFL proficiency standards, AAPPL and AP Spanish assessment, and elementary literacy data tools (mCLASS, iStation).
- Strong curriculum, instructional leadership, program evaluation, and data analysis skills.
- Excellent written and oral communication in English and Spanish; strong project management and facilitation skills.
- Ability to lead through collaboration and influence, build trust across stakeholders, and support hiring/staffing decisions as a language-proficiency SME.

TRAVEL & WORKING CONDITIONS

- 219-day district leadership position requiring regular travel to ILTexas campuses in College Station, Liberty County, and Greater Houston to support implementation, observations, and professional learning.
- Occasional evenings/weekends for professional learning, family engagement, cultural events, and competitions; frequent interaction with district and campus leaders, teachers, families, and community partners.

PRIMARY ORGANIZATIONAL RELATIONSHIPS

- Reports To: Executive Director of Academics.
- Trilingual Program Leadership: Director of Chinese; Executive Director of Emergent Bilingual (EB).
- Primary Academic Collaborators: Directors of Reading Language Arts, Mathematics, Science, and Social Studies.
- Additional Collaboration: Campus Principals and Academic Leaders; Human Resources; Assessment and Accountability; Teaching & Learning.

PRIMARY OUTCOMES

- Lead the charter in fulfilling the promise of our mission, specifically student mastery of the Spanish language.
- Provide district leadership in language acquisition and strong implementation of our bilingual/dual language models.
- Build the capacity of campus leaders to serve as instructional leaders in language acquisition, monitoring implementation and supporting strong instruction.
- High-quality PK–5 DLI and TBE implementation and a coherent transition into 6–12 LOTE Spanish, including strong AP Spanish outcomes.
- Accurate placement and proficiency assessment (ACTFL standards, APPL, mCLASS/iStation) across DLI, TBE, and LOTE Spanish driving instructional adjustments at both levels.
- Strong teacher and administrator capacity, effective hiring/vetting for Spanish proficiency, and sustainable, well-aligned PK–12 Spanish systems spanning DLI, TBE, and LOTE Spanish.