



Multilingual Learner Facilitator

Classification: Certificated

Location: CRC, Assigned School(s)

Reports to: Director of Categorical Programs

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description for certificated teachers in a facilitator position with similar duties, responsibilities, classification, and compensation. Teachers assigned to the position description may or may not be assigned all the responsibilities identified herein.

This job description does not constitute an employment agreement between the district and the employee and is subject to change as the district's needs and position requirements change.

Part I: Position Summary

The Multilingual Learner (ML) Facilitator will work with instructional staff to improve multilingual students' academic achievement and English proficiency. The ML Facilitator will report to the Director of Categorical Programs and work collaboratively with other ML Facilitators, district administrators, and school staff to provide professional development, support ML coaches, ML teachers, and general education teachers in the planning, implementation, and use of best practices and assessment for multilingual students. In addition, the ML Facilitator will support the ML department in terms of state and federal program compliance.

Part II: Supervision and Controls over the Work

The ML Facilitator will work with a level of independence and professional discretion under the general supervision of the Director of Categorical Programs. The work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of the Washington Administrative Code and Revised Code of Washington, the supervisor's direction, and performance standards and expectations outlined in the collective bargaining agreement.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

1. Supports ML coaches, ML para-educators, teachers, and administrators in instructing ML students to gain English proficiency in accordance with the WIDA Standards Framework.
2. Implements standards-based planning, instruction, and assessment for multilingual students at various proficiency levels.

3. Provides and supports a variety of professional learning opportunities on the GLAD Model, SIOP Model, Language Acquisition, and WIDA Standards Framework.
4. Collaborates with ML facilitators, academic facilitators, and directors to incorporate ML best practices into academic content instruction and professional learning.
5. Provides professional learning and supports elementary ML para-educators implementing the instructional model.
6. Supports elementary ML Coaches through regular individual and job-like meetings.
7. Collaborates with ML Coaches, when the MTSS team is discussing ML students to ensure the 4-Step Intervention Process for Multilingual Students and, when necessary, the Critical Data Matrix, are being implemented appropriately.
8. Supports implementation and management of online programs for multilingual students.
9. Demonstrates ability to collaborate with individuals and teams to align, articulate, and coordinate instruction and assessment of multilingual students.
10. Supports implementation of the ML program at the district and building level.
11. Demonstrates ability to plan, present, facilitate, and engage participants in professional development settings.
12. Collects and analyzes ML data to guide instruction and present data results for continuous improvement decision-making.
13. Maintains a high degree of integrity and diplomacy to learn continually and reflect on practice.

Part IV: Minimum Qualifications

1. Five years of successful classroom teaching experience with multilingual families and communities.
2. A Washington State Teaching Certificate with an ELL Endorsement.
3. Demonstrated ML best practice knowledge.



Multilingual Learner Facilitator

4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration within a professional learning community.
6. Experience working with adult learners and demonstrated professional development and coaching expertise.
7. Knowledge of and ability to use appropriate assessments, instruction, and evaluation techniques.
8. Knowledge of language acquisition and applying that knowledge to selecting and using curriculum materials and instructional practices.
9. Knowledge and skill in strategies necessary to meet the diverse needs of multilingual students at various proficiency levels.
10. Knowledge and skill in culturally responsive teaching and learning.
11. Skill and ability to utilize technology to aid instruction, assessment, and learning.
12. Evidence of continuous professional learning, commitment to participate in professional growth opportunities, and self-reflection on professional practice.
13. Attend meetings, conferences, and seminars to maintain current knowledge of multilingual learner research and best practices.
14. Any position-specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications

1. Bilingual skills.
2. Skill and experience implementing and supporting WIDA Screener and WIDA ACCESS assessments.
3. Successful experience teaching multilingual learners at a variety of proficiency levels.
4. Master's degree in multilingual (ELL) education or related field.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that an employee must meet to perform the job's essential functions successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.



Multilingual Learner Facilitator

Frequently required to sit, talk, move about, hear, and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighing up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate or consistent with the subject being taught, but it can occasionally be abnormally loud.

They may occasionally work outside weather conditions and be exposed to wet and humid conditions, temperature fluctuations, fumes, airborne particles, and toxic or caustic chemicals commonly used in instruction and cleaning. They may also be exposed to blood or other potentially infectious materials during duties and to infectious diseases carried by students.

They may be required to travel in school-owned or leased vehicles while supervising and assisting students.