



Elementary ML Coach

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description for certificated teachers in a coaching position with similar duties, responsibilities, classification, and compensation. Teachers assigned to the position description may or may not be assigned all the duties 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 Elementary Multilingual Learner Coach will work with school building administrators, staff, grade-level teams, and individual teachers to provide English Language Development instruction and improve multilingual students' academic achievement. Teachers assigned to this position will have program administration, instructional and instructional coaching responsibilities associated with the multilingual learner program.

Part II: Supervision and Controls over the Work

Works with independence and professional discretion under the supervision of the building principal or principal designee. Work 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, direction of supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities

1. Ensure smooth implementation of ML program including identification of students for the ML program and completing required documentation and annual assessments.
2. Provide English language development support by planning with para-educators, providing direct instruction and collaborating with classroom teachers.
3. Attend MTSS meeting for ML students of concern and provide guidance for student supports.
4. Works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing needs of students, developing effective teaching and learning practices, and developing and implementing best practices.
5. Provides professional learning for building staff related to best practices for supporting multilingual learners.

6. Provides support to families of multilingual students in a variety of ways, including how to support their child at home, navigating the school system and promoting continued use of native language and development of bilingualism.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful elementary classroom teaching experience, including working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university and valid Washington state certification(s) and ELL and/or Bilingual Ed endorsement(s).
3. Demonstrated content knowledge for subjects/levels being taught.
4. Ability to communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration, teaming, and effectiveness in working within a professional learning community.
6. Skill in classroom management and achieving, supporting, and maintaining acceptable student behavior.
7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
8. Knowledge of child and adolescent development and ability to apply that knowledge to selecting and using curriculum materials and instructional practices.
9. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.
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.

Part V: Desired Qualifications

1. Successful experience teaching in a diverse student environment.
2. Successful experience in a collaborative teaching environment.
3. Successful experience in the grade level(s) and/or content area(s).
4. Bilingual skills.

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.

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.

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

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