

JOB TITLE: Multi-Language Learner (MLL) Secondary Teacher

JOB SUMMARY: The MLL (Multilingual Learner) Secondary Teacher will support students in their English language acquisition (with a focus on reading, writing, listening, and speaking) through instruction in academic content areas, as well as support 6-12 staff in the identification and implementation of high-leverage, research-based instructional strategies.

MINIMUM QUALIFICATIONS: Valid teaching certificate from the State of Washington, an endorsement in MLL/ELL, and experience using language acquisition strategies.

ESSENTIAL FUNCTIONS *(May oversee, perform, and /or assist with):*

- Provide high-quality academic and social-emotional instruction to students.
- Demonstrate effective/research-based instructional practices.
- Provide modeling of best teaching practices for MLL students, including differentiation.
- Lead the delivery of a guaranteed and viable curriculum to ALL students through ongoing, regular collaborative sessions with teams.
- Assist classroom teachers and educational assistants in providing high-quality academic and social-emotional instruction in every classroom.
- Assist in collecting and analyzing detailed data to identify and address specific learning needs.
- Collaborate with the MLL TOSA to ensure students learn at high levels and to manage the assessment process, data, and reports required for our MLL program, including parent notification.
- Assist Principal(s) in identifying key MLL concepts that would be most beneficial to observe.
- Continuously monitor student achievement, share results with staff, and facilitate discussions around strengths and challenges.
- Examine student work and assist staff with scoring responses against a set standard proficiency scale.
- Integrate and model the use of technology as an instructional tool with our MLL students.
- Participate fully in professional development opportunities, professional research, and reading.
- Facilitate problem-solving conversations related to data focused on solution-finding.
- Coordinate and plan intervention services with building team(s)
- Facilitates assistance for parents of MLL students with school registration, parent conferences, and parent meetings
- Conduct (in coordination with MLL staff) parent/community involvement activities
- Collaborate with the MLL TOSA regarding the development of high-quality MLL programs across the district that meet State and Federal guidelines
- Maintain appropriate individual student records and state compliance data
- Provide updates for the district's social media concerning our MLL services
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

WORK ENVIRONMENT/PHYSICAL DEMANDS: Daily work is generally performed in an indoor school classroom. Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant lifting, walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment.

REQUIRED KNOWLEDGE SKILLS AND ABILITIES

Knowledge is demonstrated in the subject matter for which he/she is expected to teach; understands the legislated, moral, and ethical framework within which they work; uses the programs of study to inform and direct planning, instruction, and assessment.

Skills needed for identifying and responding to learner differences; planning for instruction, translating curriculum and outcomes into meaningful learning activities; creating and maintaining environments that are conducive to student learning and understanding needs for physical, social, cultural, and psychological security; teamwork skills to collaborate with the administration, colleagues, support staff and parent-teacher organizations; be strong managers who command respect and lead by example; strong organizational skills necessary to plan lessons for each class, week and semester; keep students on task and maintaining a well-ordered classroom; to organize papers, files, and their own workload so they can grade and record/return papers in a timely manner; attention to details which is necessary to maintain accurate and up-to-date records.

Ability is required to: establish relationships with students built on respect and a steadfast belief in the ability to learn at high levels; use a broad range of instructional strategies; create and enhance partnerships with parents that are purposeful and meaningful; identify and use relevant learning resources; to understand the importance of contributing, independently and collegially to the quality of the school; engage in assessing the quality of their teaching and career-long learning; understand their student's needs, abilities and learning styles and the various ways of teaching the subject matter.

WORK RELATIONSHIPS: Reports to the building Principal and/or Assistant Principal. Collaborates with other district staff. Regular interactions with students and parents.

UNION AFFILIATIONS: WREA

FLSA STATUS: Exempt

This job description, revised **12/2024** is intended to describe the essential functions of the position, the level of knowledge, skills, and abilities typically required, and the scope of responsibility, however, it should not be considered an all-inclusive list of work requirements. Individuals may perform other related duties as assigned, including work in other functional areas, to cover absences or relieve, equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the employer's discretion. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Employment with White River School District is on a conditional basis pending: an approved criminal background clearance through OSPI, which includes checks through the Washington State Patrol and Federal Bureau of Investigation; and completion of an Employment Eligibility Verification form (USCIS Form I-9) presenting proof of identity and employment authorization status.

The White River School District does not discriminate in any programs or activities based on sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal. It provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823, Section 504/ADA Coordinator, Molly Lutz, mlutz@whiteriver.wednet.edu, (360) 829-3959, and Civil Right Compliance Coordinator Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823. White River School District, P.O. Box 2050, Buckley, WA 98321.

I have read and understand and have received a copy of this job description. My signature acknowledges that I can perform this position's essential and other functions with or without reasonable accommodations.

Employee Printed Name: _____

Employee Signature: _____ Date: _____