Independent School District 518
Worthington, MN 56187
POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Multilingual Learner (ML) Coordinator – K–12	**Department:** Licensed Coordinator
Immediate Supervisor's Position Title: Assistant Superintendent	**FLSA Status:** Exempt

Job Summary:
The Multilingual Learner (ML) Coordinator provides leadership, oversight, and support for district multilingual learner programs serving students in grades K–12. The coordinator ensures compliance with federal, state, and local regulations related to multilingual education, including Title III requirements and Minnesota Department of Education (MDE) guidelines.
This position supports the development, implementation, and evaluation of instructional programs designed to promote English language development and academic achievement for multilingual learners. The ML Coordinator collaborates with district and building leadership, educators, families, and community partners to ensure equitable access to rigorous curriculum and culturally responsive learning environments for students acquiring English as an additional language.
The coordinator provides leadership in program development, staff coaching, data analysis, and family engagement to ensure multilingual learners successfully develop English proficiency and meet state academic standards. Effective ML programming requires collaboration across the entire school system to support multilingual learners' academic success and equitable outcomes.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Program Leadership and Development

- Develop, implement, and monitor district multilingual learner programming aligned with WIDA English Language Development standards and Minnesota academic standards.
- Support implementation of research-based instructional strategies for multilingual learners.
- Promote inclusive and culturally responsive teaching practices across classrooms.
- Assist with curriculum adaptation and instructional planning to support language development within content areas.
- Monitor program effectiveness and make recommendations for improvement based on student achievement data.
- Support implementation of multilingual programming models such as ESL, sheltered instruction, or bilingual programming as applicable.

Compliance and Program Oversight

- Ensure district compliance with federal and state laws related to multilingual learner education, including Title III and Minnesota Department of Education requirements.
- Coordinate identification and placement procedures using the Home Language Survey and language proficiency screening.
- Oversee accurate documentation and reporting for multilingual learner programs.
- Monitor required program documentation and student records.
- Ensure compliance with student reclassification and exit procedures.

Assessment and Data Monitoring

- Coordinate administration of required language proficiency assessments, including WIDA ACCESS and screening assessments.

- Analyze student language proficiency and academic achievement data to inform instruction and programming decisions.
- Monitor progress of multilingual learners and exited students as required by state guidelines.
- Support building teams in using data to improve instructional practices and student outcomes.

Instructional Support and Professional Learning

- Provide coaching and support to teachers in implementing effective strategies for multilingual learners.
- Design and deliver professional development related to second language acquisition, sheltered instruction, and culturally responsive practices.
- Support collaboration between multilingual staff and general education teachers.
- Assist educators in implementing language development strategies across content areas.

Collaboration and Family Engagement

- Serve as liaison between schools, families, and community organizations supporting multilingual learners.
- Support family engagement by promoting effective communication with multilingual families.
- Coordinate interpretation and translation resources when needed.
- Assist families in understanding school programs and educational opportunities.
- Build partnerships with community agencies that support multilingual students and families.

Operational and Administrative Leadership

- Assist district leadership with planning and implementation of multilingual learner services.
- Support staffing and scheduling decisions related to multilingual learner services.
- Participate in district leadership teams, curriculum committees, and school improvement initiatives.
- Assist with grant implementation and monitoring, including Title III funding.
- Perform other duties as assigned.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)				**DEGREE INFORMATION:** **Type of degree: (B.S., M.A., etc.)** Bachelor's degree in education or related Field required; K-12 Principal license or Administrative Degree preferred or willingness to obtain one.
	less than high school diploma			
	High school diploma or GED.			**Major field of study or degree emphasis:** English as Second Language (ESL) or Bilingual Education License
	1 year college		**2 years college**	
	3 years college	**X**	**4 years college**	

	1st year graduate level	**Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:** ● Experience providing instructional coaching or leadership in multilingual programs preferred. ● Knowledge of WIDA standards, ACCESS testing, and multilingual program compliance. ● Demonstrated commitment to culturally responsive practices and equitable educational opportunities.
	2nd year graduate level	
	Doctorate level	

Required Work Experience in Addition to Formal Education/Training:

Minimum of three years' experience working with multilingual learners.

LICENSE/ CERTIFICATION	**Identify licenses/certification required upon hiring:** Valid Minnesota PELSB teaching license with English as a Second Language (ESL) or Bilingual Education licensure.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	**Knowledge** • Federal and state regulations governing multilingual learner education and Title III programs. • WIDA English Language Development Standards and ACCESS assessments. • Second language acquisition theory and research-based instructional practices. • Sheltered instruction strategies and culturally responsive pedagogy. • Minnesota academic standards and assessment requirements. • Program models supporting multilingual learners (ESL, bilingual education, dual language). • Data analysis and progress monitoring systems. • Family and community engagement strategies. **Skills** • Leadership and instructional coaching. • Facilitation of professional development and staff training. • Data analysis and evidence-based decision-making. • Strong written and verbal communication. • Collaboration and relationship-building with diverse stakeholders. • Organizational planning and program management. • Technology proficiency with student information and assessment systems. **Abilities** • Interpret and apply laws, regulations, and district policies. • Build collaborative relationships with educators, administrators,

	students, families, and community partners. • Advocate for multilingual learners while supporting district goals. • Manage multiple priorities and meet reporting deadlines. • Communicate complex information clearly to varied audiences. • Maintain confidentiality and professionalism.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS	
Titles of Positions Directly Supervised	**# of Employees**
TOTAL	0

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	**Total:** **0**

HAZARDOUS WORKING CONDITIONS: *The essential duties of the work are performed under various physical hazards or environmental conditions noted*	**Unusual or hazardous working conditions related to performance of duties:**

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
Employee is required to:	**Never**	**1-33% Occasionally**	**34-66% Frequently**	**66-100% Continuously**
Stand			x	
Walk			x	
Sit		x		
Use hands dexterously (use fingers to handle, feel)		x		
Reach with hands and arms		x		
Climb or balance		x		
Stoop/kneel/crouch or crawl		x		
Talk or hear			x	

Taste or smell		x		
Physical (Lift & carry): up to 10 pounds				x
up to 25 pounds			x	
up to 50 pounds		x		
up to 75 pounds		x		
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Ranging of Light to Moderate Work: This work requires the continuous exertion of up to 10 pounds of force, frequent exertion of up to 25 pounds of force and occasional exertion of approximately 50 lbs in repositioning of students; restraining of students if in behavioral support role; work regularly requires walking, frequently requires standing, speaking or hearing and repetitive motions and occasionally requires sitting and using hands to finger, handle or feel; occasional diapering and feeding of students in various settings; work has no special vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, playground, classroom, light traffic).

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.