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CIA FIRST
INTERNATIONAL SCHOOL

Multilingual Learner (MLL) Specialist

Department: Student Support Services (SSS)

Reports To: Campus based SSS Coordinator & School level MLL Lead

Collaborates With: MLL Coordinators, School Principals, Academic Team, Grade Level Leaders, Teachers

Purpose

To support the provision of the Tier 3 Multilingual Learner (MLL) program within a Multi-Tiered System of Support (MTSS). The Specialist ensures intentional practice from referral to exit, aligning with school frameworks to ensure students achieve success.

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1. Admin

- **Caseload Management:** Work with a specific cohort of students (maximum 15) to maximize the intensity of support.
- **Records & Compliance:** Ensure all student processes and achievement data are accurately documented in accordance with organizational standards.
- **Digital Organization:** Maintain student records and organize Student Folders in Google Drive or student information systems on a regular basis.
- **Strategic Alignment:** Ensure the implementation of intentional practice (referral, ILP, transition/exit) aligns with the CIA FIRST International School framework, policies, and procedures.
- **Meeting Attendance:** Attend School Level, Subject, and Team meetings as directed by Principals or supervisors.

2.Interventions

- **WIDA 2020 Integration:** Utilize the WIDA ELD Framework (2020 Edition) for instructional planning, ensuring Key Language Uses (Narrate, Inform, Explain, Argue) are embedded into Individualized Learning Plans (ILPs) and daily instruction.
- **Tiered Support Delivery:** Teach individuals and small groups requiring specific, targeted, or intensive provision to ensure they achieve success.
- **Differentiation:** Provide support through differentiation and focused learning stations so students

are able to participate in learning and work towards academic goals.

- **Literacy Focus:** Provide targeted interventions focused on building foundational literacy and academic language proficiency.
- **ILP Management**: Co-coordinate the organization and re-evaluation of Individual Learning Plans (ILPs), establishing short and long-term targets and reviewing progress.

3. Data and Assessment

- **Screening & Entry:** Administer the WIDA SCREENER tests to determine language proficiency entry data.
- **Growth & Exit:** Administer the WIDA MODEL tests to determine language proficiency growth and exit data.
- **Progress Monitoring:** Effectively utilize diagnostic assessments and technology, specifically in ES using Phonics Screeners and administering Running Record Benchmark Assessments.
- **Assessment Analysis:** Conduct summative assessment analysis to highlight academic and linguistic challenges to guide or re-evaluate support strategies.
- **Feedback:** Define learning expectations and provide timely evaluative feedback on individual performance via regular meetings and online platforms.

4. Collaboration

- **Instructional Co-Planning**: Engage and be an advocate for the collaborative instructional cycle by planning sessions to co-deliver lessons with content teachers, applying WIDA ELD 2020 standards to scaffold content for students with ILPs.
- **Resource Creation:** Prepare scaffolded activities and evidence of resources, sharing them with MLL Coordinators, Subject Leads or Grade Level Leaders.
- **Assessment Design:** Collaborate with homeroom teachers to develop or scaffold modified summative assessments
- **Parent Partnership:** Offer practical support, advice, and reports on progress to the parents of students receiving supports
- **External Liaison**: Liaise with professionals such as speech therapists and educational psychologists, referring families to third-party providers when necessary.
- **School-Wide Initiatives:** Actively contribute to school-wide improvement initiatives by participating in SAP (School Action Plan) or **WASC CAT** (Focus on Learning) groups to improve student achievement on identified areas of growth

Prerequisites

- **Education:** Bachelor's or Master's Degree in Language/EAL or related field.
- **Alternative Certification:** Candidates with a Teaching Degree, Special Needs Education certifications, and English teaching experience are also eligible.
- **Research:** Ability to research best practices and ensure resource requests are aligned to learning outcomes.