

	POSITION DESCRIPTION
Title: Title III Multilingual Learner Facilitator (TLF) -Elementary (1) and Secondary (1)	
Department: Multilingual Services	FLSA Classification: Exempt
Bargaining Unit: SRTA	Work Year: 185 days Work Hours: 6.5 hours per day*
Reports to: Director of Multilingual & Equitable Services	Board Approval Date: 6/11/2025

Salary Grade: Placement on the SRTA Certificated Salary Schedule

Primary Function:

Under the direction of the Director of Multilingual Services, the **Title III Teacher Learning Facilitator (TLF)** supports multilingual learners (MLs) and advances the English Language Development (ELD) programs. The **(TLF)** will work collaboratively with educators, administrators, and leaders to implement best practices aligned with the **California English Learner Roadmap** and the **SRCS English Learner Master Plan** and ensure equitable educational opportunities for all MLs across an entire grade span for a district, one for the Santa Rosa Elementary District and one for the Santa Rosa High School District. Lead professional development opportunities for teachers and strategies to support student academic success.

Essential Job Functions include, but are not limited to, the following:

Support the Implementation of ELD Programs:

- Provide instructional coaching and professional development to support effective ELD strategies, including designated and integrated ELD.
- Model and support the implementation of research-based strategies to improve language acquisition and academic achievement.
- Ensure the integration of ELD instruction into general and special education classrooms.

Professional Development and Collaboration:

- Facilitate workshops, coaching sessions, and training for educators to enhance their instructional practices in alignment with the **CA English Learner Roadmap** and the **SRCS EL Master Plan**.
- Organize and lead professional learning opportunities focused on language acquisition and culturally responsive teaching.
- Provide guidance on differentiated instruction, sheltered instruction strategies (e.g., GLAD, SIOP, AVID), and systematic ELD.

Equity and Multilingual Learner Advocacy:

- Facilitate sensitive discussions around equity, anti-bias practices, and culturally relevant pedagogy.
- Promote inclusive and supportive learning environments for multilingual learners.
- Collaborate with educators to ensure MLs have access to rigorous academic content and instructional support.

Program Implementation and Compliance:

- Support the implementation and monitoring of Title III-funded programs and initiatives.
- Assist with district and site-level data analysis to evaluate progress in language acquisition and academic outcomes.
- Support compliance with federal, state, and district policies related to English Learner education.

Community and Stakeholder Engagement:

- Build relationships with families, educators, and community partners to support multilingual learners' success.
- Provide outreach and resources to families of multilingual learners to enhance engagement and participation in their child's education.
- Coordinate with local organizations and initiatives to strengthen multilingual support services.

Knowledge and skills:

Knowledge of English Language Development (ELD) strategies, dual-language programs, and culturally responsive pedagogy to support multilingual learners. Have a strong understanding of the California English Learner Roadmap and the SRCS EL Master Plan, ensuring compliance with federal, state, and district policies related to English Learner education. Additionally, skilled in differentiated instruction, sheltered instruction strategies (such as GLAD, SIOP, and AVID), and systematic ELD to enhance language acquisition and academic achievement. The candidate will demonstrate expertise in data-based decision making, using student performance data to assess program effectiveness, identify areas for growth, and guide instructional improvements that support equitable learning outcomes. The ability to analyze language proficiency assessments, progress monitoring tools, and other key data points to ensure that instructional strategies and interventions are targeted and effective. Effective coaching and professional development skills to support teachers in implementing best practices and improving instruction for multilingual learners. Furthermore, exhibit strong communication and collaboration skills, working effectively with educators, administrators, families, and community partners to promote inclusive and equitable learning environments.

Abilities:

Ability to develop and implement effective English Language Development (ELD) programs that align with the California English Learner Roadmap and the SRCS EL Master Plan while ensuring compliance with federal, state, and district policies. Adept at facilitating professional development and coaching staff, supporting the integration of differentiated instruction, best first instructional strategies (such as GLAD, SIOP, and AVID), and systematic ELD into classroom practices. Ability to engage in data-based decision making to analyze student performance data, evaluate program effectiveness, and guide instructional adjustments that enhance language acquisition and academic achievement for multilingual learners. Additionally, skilled in building collaborative relationships with educators, administrators, and families to foster inclusive and equitable learning environments. Strong communication and leadership

skills enabling them to facilitate sensitive conversations on equity, anti-bias practices, and culturally responsive pedagogy, ensuring that all students receive the necessary support to succeed. Moreover, excel in managing multiple projects, meeting deadlines, and navigating a dynamic educational setting to drive continuous improvement in multilingual learner programs.

Education and Experience:

- Minimum of a Bachelor’s Degree
- Teaching credential with BCLAD, SDAIE certification desirable

Licenses/Certifications:

- A valid California Class C driver's license, a good driving record, and the ability to maintain insurability under the District’s vehicle insurance policy.

General Responsibilities

- Competence in communication skills and good personal relationships with all members of the school district and community.
- Adhere to all District policies and procedures.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Minimum three-year teaching experience
- BCLAD (or BCLAD equivalent certification or specialization) preferred

(Preferred Qualifications)

- Bilingual, bi-literate & bicultural Spanish preferred

Language Skills:

Ability to read a variety of correspondence, reports, forms, newsletters, schedules, manuals, journals, internet sites, etc., and prepare correspondence, reports, forms, evaluations, procedures, charts, surveys, articles, brochures, news releases, handbooks, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style.

Communication Skills:

Ability to speak before groups of people with poise, voice control, and confidence; record and deliver information, explain procedures, and follow oral and written instructions; speak and/or signal people to convey or exchange information; includes giving instructions, assignments of directions.

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is regularly required to sit, talk, and hear; and use hands to finger, handle, or feel. The employee is occasionally required to stand, walk, reach with hands and arms, climb or balance, and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 35 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee continuously interacts with the public and staff. The noise level in the work environment is usually moderate to loud.

*Consistent start and end times following either elementary or secondary work schedules, which may be adjusted to accommodate specific duties assigned each day.