

Professional Staff Position Change Request

Position: Teacher of Multilingual Learners (Formerly ELL Teacher*)

Request: To increase from 40% to 50%

Rationale: There are several reasons why increasing the *Teacher of Multilingual Learners* position from 40% to 50% could be beneficial in addition to the response of an increase in multilingual learner enrollment, including:

- Increased support for multilingual learners: With the position increase, the teacher can provide more support for these students. *Multilingual learners* often require additional attention and instruction to help them learn English and keep up with their academic goals and school work. Increasing the position can help ensure these students get the support they need to succeed.
- Improved language acquisition: *Multilingual learners* must learn English to succeed academically and socially. With the time increase, the teacher can provide more language instruction and support, which can help students acquire English more quickly and effectively.
- Enhanced cultural competency: *Teachers of Multilingual learners* often have specialized training in working with students from diverse cultural backgrounds. With the position increase, the teacher can help schools build a more culturally competent staff, leading to better outcomes for *multilingual learners* and a more inclusive school environment overall.
- Meeting legal requirements: Districts are legally required to provide appropriate support and accommodations for *multilingual learners* under federal law. Increasing the teacher position can help schools meet these legal requirements and avoid potential legal issues or penalties.

Overall, increasing the *Teacher of Multilingual Learners* position from 40% to 50% can help the district provide more support for our *multilingual learners*, improve language acquisition, enhance cultural competency, and meet legal requirements.

Position Responsibilities:

- Serve as a resource to classroom teachers to help multilingual learners achieve academically in the classroom.
- Use language teaching strategies to increase English proficiency for students who speak a language other than English at home.
- Advocate for the needs of multilingual learners.
- Evaluate the language needs of students whose families speak a language other than English at home and recommend appropriate language support.
- Administer a language screener to students for whom a language barrier is impeding their academic success.
- Maintain accurate multilingual learners' cumulative files and communicate changes to district administration.
- Participate in ongoing professional development.
- Administer the ACCESS for ELLs assessment.
- Communicate language needs and progress of multilingual learners with classroom teachers, administrators, and families.
- Be proficient with The WIDA English Language Development Standards Framework (2020)
- Create a schedule that best meets the needs of the language students.
- Connect multilingual learner families with school/district events.
- Create individual language goals for students who benefit from language support aligned with the WIDA standards.

*Maine is home to students and families who speak a multitude of different languages in their homes and communities—recognizing and celebrating the linguistic and cultural assets they bring starts with using asset-based language. That's why the Maine Department of Education (DOE) is transitioning to the term "multilingual learners" (MLs) to describe bilingual and multilingual students who are in the process of learning English. Formerly referred to as "English learners," MLs enrich their classrooms and communities in invaluable ways. This shift in terminology reflects the principle that all languages a student speaks are important and honored as they strive towards acquiring English as an additional language – not as a replacement for their primary/home language(s).