

**College Place Public Schools**  
**Multilingual Learning Specialist Job Posting**

Applications are being accepted by the College Place School District for a Multilingual Learning Specialist at John Sager Middle School. This assignment is being posted for internal consideration at this time. We are seeking a passionate, student-centered educator who thrives in a collaborative and relational school culture. This position includes teaching multiple sections of reading intervention and providing Multilingual (ML) support services. The ideal candidate believes deeply in the potential of every learner, brings strong instructional expertise in literacy development, and is committed to accelerating growth for students who need targeted support.

**POSITION & BENEFITS:**

**Job Title:** Multilingual Learning Specialist

**Reports to:** Assigned Building Principal

**Bargaining Group:** WWVEA

**FLSA Status:** Exempt

**Position:** 8 hours per day, 187days per school year (10 months)

**Salary:** \$57,482- \$111,588 (educational incentive available in accordance with applicable collective bargaining agreement as negotiated)

**Anticipated Start Date:** 08/01/2026

**Benefits:** Medical/Dental/Vision, FSA/DCAP, Life/AD&D through SEBB (School Employee Benefits Board); and Retirement through DRS (Department of Retirement Systems) for eligible employees

**Additional Benefits:** Optional 403(b) retirement plan; Optional DCP (deferred compensation program) retirement plan

**Leave:** 12 sick days (pro-rated for mid-year hires), 10 paid holidays

**REQUIRED QUALIFICATIONS:**

- Valid Washington State Teaching Certificate including appropriate endorsements.
- Ability to work cooperatively with students and their parents who are culturally, racially, and linguistically diverse.

**ADDITIONAL SKILLS:**

- Successful experience as a Multilingual Learning Specialist.
- Bilingual/biliterate in Spanish. District tests to verify skill levels.

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**ROLES AND RESPONSIBILITIES:**

- Demonstrate strong knowledge of literacy development, language acquisition, and effective intervention strategies to support striving readers and multilingual learners.
- Create a structured, engaging learning environment that balances high expectations with patience, encouragement, and celebration of growth.
- Build students' confidence by addressing both foundational skill gaps and grade-level rigor, helping students see themselves as capable learners.
- Foster a positive growth mindset in students, particularly those who may struggle with academic confidence or language barriers.
- Establish clear, respectful classroom routines and boundaries that protect instructional time and maximize learning.
- Develop authentic, trusting relationships with students and families, demonstrating kindness, cultural responsiveness, and a genuine commitment to each learner's success.
- Collaborate actively with grade-level teams, content teachers, and support staff to align instruction and ensure students receive cohesive academic support across settings.
- Communicate clearly and consistently with colleagues, families, and stakeholders regarding student progress and needs.
- Differentiate instruction to meet a wide range of language proficiency levels, learning styles, and academic abilities.
- Demonstrate flexibility, curiosity, and a willingness to try new strategies while maintaining strong buy-in to school systems and expectations.
- Advocate appropriately for student needs while remaining team-oriented and solutions-focused.
- Exhibit strong classroom management skills and the ability to support small groups and larger intervention settings effectively.
- Bring experience working with middle level students and a long-term commitment to strengthening both individual learners and the broader school community.
- Plan, implement, and evaluate instructional activities consistent with building and adopted district curriculum and State Standards.
- Familiarity with a wide variety of Multilingual techniques and materials, which may be used in teaching students in a classroom, utilizing course of study adopted by the Board of Directors, and other appropriate learning activities.
- Exhibit strong skills and background in Multilingual instructional methods and strategies.
- Establish and maintain standards of student behavior needed to achieve an environment conducive to learning.
- Implement, assess, and make modifications as needed for bilingual programming for students in grades 6-12.
- Evaluate student's language proficiency using the state-approved assessment.
- Maintain Multilingual student files.
- Possess the ability to use computers for instruction and assessment.
- Display humor and positive regard to students and colleagues.
- Show the ability to utilize and evaluate interpretive feedback.

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- Present a positive attitude about change and an eagerness to implement changes that will enhance student learning.

**WORKING CONDITIONS:** The usual and customary methods of performing the job's functions require the following physical demands:

- Occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling.
- Generally, the job requires:
  - ~ 5% lifting ~ 40 lbs.
  - ~ 55% of the work day standing, reaching, bending, stooping, walking
  - ~ 40% of the time working from a sitting position
- This job is performed under temperature variations consistent with indoor and outdoor temperatures.
- This job may require interaction with students displaying aggression, non-compliance, and other conduct problems.

(~) denotes approximation

**NONDISCRIMINATION:**

*College Place School District does not discriminate in any programs or activities on the basis of 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 and provides equal access to the Boy Scouts and other designated youth groups.*

*The following employees have been designated to handle questions and complaints of alleged discrimination:*

*Title IX and Harassment, Intimidation & Bullying (HIB): Marissa Waddell, mwaddell@cpps.org;*

*Civil Rights and Section 504, and Gender Inclusive School Coordinator: James Fry, jfry@cpps.org;(509) 525-4827,1755 South College Avenue, College Place, Washington, 99324*

*El Distrito Escolar de College Place no discrimina en ningún programa o actividad por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano o militar, orientación sexual, expresión o identidad de género, discapacidad, o el uso de un perro guía entrenado o animal de servicio, y proporciona igualdad de acceso a los Boy Scouts y otros grupos juveniles designados.*

*Los siguientes empleados han sido designados para atender preguntas y quejas sobre presunta discriminación:*

*Título IX y Acoso, Intimidación y Hostigamiento (HIB): Marissa Waddell, mwaddell@cpps.org*

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*Derechos Civiles y Sección 504, y Coordinador de Escuelas Inclusivas en Cuestiones de Género: James Fry,  
jfry@cpps.org (509) 525-4827 1755 South College Avenue, College Place, Washington, 99324*