

SHANGHAI AMERICAN SCHOOL

TITLE: SAS ES-MS MLL Specialist
SCALE: Teacher Salary Scale
CONTRACT DAYS: up to 191 days

POSITION SUMMARY:

The **Multilingual Learner (MLL) Specialist** collaborates with homeroom and/or content teachers to ensure that every student has equitable access to meaningful, rigorous, and engaging learning experiences. Through partnership, reflection, and responsive instruction, MLL Specialists help create learning spaces where language and content grow together, and where each learner's identity, voice, and potential are recognized and nurtured.

SUPERVISED, EVALUATED BY AND REPORTS TO:

Divisional Principal, in partnership with the Associate Director of Educational Programs (MLL and Global Languages)

SKILLS, COMPETENCIES, DISPOSITIONS and PERFORMANCE RESPONSIBILITIES

Relationships, Collaboration & Community Engagement

- Build trusting, respectful partnerships with students, families, and colleagues that promote mutual respect, safety, and belonging.
- Foster a learning environment that values and leverages the linguistic and cultural assets every student brings.
- Partner closely with classroom teachers to ensure that multilingual learners are supported through a sheltered immersion model within the mainstream classroom environment.
- Engage families as active partners in student learning, sharing progress and celebrating growth.
- Communicate clearly and constructively with students, families, and colleagues to support shared understanding of student learning and school goals.
- Contribute positively to collaborative teams, grade-level and/or departmental planning, and professional learning communities.
- Model and uphold the school's mission, vision, and core values in daily work and relationships.

Collaboration, Co-Teaching, & Collective Responsibility

- Partner with classroom teachers in co-planning, co-teaching, and co-assessing to design and/or deliver lessons that integrate language and content learning for all students.
- Serve as an instructional partner to support and model inclusive, strengths-based practices that allow every student to access and engage with grade-level curriculum within the mainstream classroom.
- Design and implement inclusive instructional strategies that integrate content learning with language development.
- Participate actively in collaborative teams and professional learning communities, promoting reflective practice and shared responsibility for all multilingual learners.
- Support colleagues in developing and implementing differentiated strategies that respond to students' diverse language profiles.

Progress Monitoring and Data-Informed Practices

- Collect and analyze evidence of language growth through formative assessments, student work samples, classroom conversations, and observations.

- Maintain clear records and evidence that track students' progress in both language and content learning over time.
- Use data to identify learning trends, strengths, and instructional priorities for individuals, small groups, and wider class community.
- Collaborate with classroom teachers to ensure assessment tools and practices capture both academic understanding and language development.
- Engage students in goal-setting, self-assessment, and reflection to promote ownership and awareness of their own language learning journey.
- Review progress regularly with co-teachers to refine instructional approaches and celebrate student growth.
- Communicate student progress in a timely, clear, and compassionate manner to students, families, and relevant colleagues.
- Contribute to the development of systems and practices that ensure language progress data consistently informs teaching and decision-making across the school.

Professional Learning and Leadership

- Partner with colleagues to deepen shared understanding of language development, co-teaching strategies, and inclusive instructional practices.
- Share expertise through modeling lessons, co-teaching experiences, and collaborative problem-solving.
- Engage in continuous professional growth, staying current with research, best practices, and innovations in multilingual learner education and collaborative-sheltered instruction.
- Contribute to a professional learning community that values inquiry, collaboration, and collective responsibility for all students.
- Support and participate in ongoing professional learning related to MLL pedagogy and inclusive, asset-based practices.
- Participate actively in professional learning communities and schoolwide initiatives that promote equitable, language-rich learning environments.
- Engage in ongoing professional learning to strengthen knowledge of language acquisition, literacy, and culturally responsive pedagogy.

Community Participation

- Support the achievement of schoolwide strategic goals related to inclusion, language learning, and student success.
- Contribute actively to departmental, divisional and schoolwide initiatives that strengthen coherence across campuses and grade levels.
- Participate in after-school programs, community events, and other school-sponsored initiatives as appropriate.
- Perform additional duties as assigned by the supervisors.

PREFERRED QUALIFICATIONS

- Minimum Bachelor degree; Master's degree preferred
- Certification in teaching English as an Additional Language
- Minimum five (5) years teaching experience; at least two years as an EAL/MLL specialist
- Experience in a Collaborative-Sheltered Immersion Model preferred
- Experience using data to guide targeted instruction
- Strong oral and written communication skills

SAS BELIEVES:

- That each employee makes a significant contribution to our success
- Those contributions should not be limited by the assigned responsibilities

Therefore, this position description is designed to outline primary duties, qualifications, and job scope, but not limit the employee or SAS to only the work identified. It is the expectation of the School, which each employee will offer his/her services wherever and whenever necessary to ensure the success of our organization.

How we see the world is how we experience the world

We believe that diversity, equity, and inclusion enrich our community and create a sense of belonging that compels each of us to grow. Therefore, we commit to a journey of community growth that is grounded in best and sustainable practices rooted in our mission and core values. We seek individuals who are ready to contribute to such an environment.

Child Safeguarding at SAS

Shanghai American School, in keeping with our core values and vision statements, has a Child Protection Policy that guides our faculty, staff, and families in matters related to the health, safety and care of children in attendance at our school. By accepting employment at SAS, all faculty and staff agree to work in partnership with the School and abide by the policies adopted by the SAS Board.

With this in mind,

- Applications will be thoroughly and rigorously screened in line with our strong commitment to all aspects of child protection and safeguarding.
- Shanghai American School reserves the right to withdraw an applicant's candidacy at any time should information be forthcoming that may suggest the candidate is not suitable to progress in the process.
- Shanghai American School reserves the right to withdraw an applicant's candidacy if current and former supervisor references are not provided.
- Hiring is contingent upon successful criminal background checks.

Applicants are asked to apply as early as possible, as Shanghai American School reserves the right to close the selection process at any time.