

**Arlington Heights School District 25**  
**Coordinator of Multilingual Education and Equity**  
**JOB DESCRIPTION**

**Job Title:** Coordinator of Multilingual Education and Equity

**Job Type:** Administrative

**Description:**

The Coordinator of Multilingual Education and Equity provides leadership in developing and sustaining systems that promote cultural awareness and a strong sense of belonging across the Arlington Heights School District 25 community. The Coordinator supports the implementation of high-quality, culturally and linguistically responsive instructional practices that foster meaningful dialogue, student engagement, and supportive learning environments. Additionally, this role oversees curriculum, programming, operations, and grant implementation for Bilingual/Multilingual (ML) services, including coaching and ensuring compliance with state and federal guidelines.

**Qualifications:**

1. Valid Professional Educator License (PEL) issued by the Illinois State Board of Education, with ESL endorsement required and Bilingual endorsement preferred; Administrative endorsement strongly preferred.
2. Have at least five (5) years of teaching/administrative experience in the field of Bilingual/Multilingual (ML) education;
3. Demonstrated ability to write, secure, and oversee grants, including managing budgets, ensuring compliance, and evaluating program effectiveness to support district initiatives and equitable outcomes for all students.
4. Demonstrated commitment to advancing equity across the district, including knowledge of culturally and linguistically responsive practices that support all students.
5. Demonstrated ability to communicate effectively and build relationships with diverse stakeholders, including families and the broader school community.
6. Demonstrated experience working with diverse student populations and supporting students' social and emotional learning needs in school-based settings.
7. Demonstrated experience coordinating and delivering professional development that promotes equitable practices and improved outcomes for all students.
8. Demonstrated proficiency in using data-driven practices to advance equitable outcomes across the district, including informing instruction, program evaluation, and continuous improvement for all students.

**Reports to:** Assistant Superintendent for Student Learning

**Essential Duties and Responsibilities:**

1. Work cooperatively and collectively with district administrators, principals, supervisors, department chairpersons, and teachers to ensure instructional programs and services are coordinated in the schools and are administered uniformly and equitably;
2. Coordinate curriculum and programming for Pre-K-8 level Bilingual and Multilingual students.
3. Provide orientation for new staff members and ongoing professional learning opportunities in Multilingual Services and Equity.
4. Collaborate with educators, staff, and community partners to advance equity and student success across the district.
5. Conduct meetings as necessary for the proper functioning and curriculum development of the Multilingual program;
6. Oversee purchasing of instructional materials and equipment;
7. Perform any duties within the scope of employment and certifications as assigned by supervisors and not otherwise prohibited by law or regulation.
8. Utilize resources and research-based promising strategies and practices that exist at the national, regional, and local levels, with a particular lens on classroom teaching and instruction and data usage;
9. Work collaboratively within current frameworks to design data collection approaches that help capture students' growth, development, and non-academic progress;
10. Collaborate with all administrators to integrate diversity and equity practices into student harassment complaints and student discipline systems;
11. Collaborate with the Head of Communications & Storytelling to ensure diversity and equity messaging is consistent across all platforms;
12. Establish working relationships with local community organizations to uphold the district's commitment to equity, anti-bias, anti-racism, diversity, and inclusion.
13. Collaborate with Instructional leaders to review curricula, instructional materials, media, and other resources to ensure that they are equitable, unbiased, inclusive, and reflective of the district's evolving diversity;
14. Collaborate with the Multilingual Learner leaders and Special Education leaders to ensure equity in the curriculum, protocols, and practices for students with English language and special education needs;
15. Establish and facilitate a district-wide equity committee to support alignment of practices, promote ongoing reflection, and guide initiatives that strengthen cultural awareness and a sense of belonging across the district;
16. Serve as a point of contact for employee, student, and parent concerns regarding cultural diversity, issues of equity, and suggestions for improvement.

17. Develop and implement strategies to monitor and evaluate district-wide progress toward eliminating the achievement and opportunity disparities among students of all identified subgroups.
18. Provide assistance, coaching, and consultation to individuals and groups regarding equity and cross-cultural competence.
19. Establish working relationships with community organizations to promote the district's equity initiatives and best practices for multilingual learners.

**FLSA Status:** Exempt

This job description is a guideline and is not inclusive of all duties and responsibilities.

## **PHYSICAL DEMANDS**

### **Strength and Endurance**

|          |                       |
|----------|-----------------------|
| Lifting  | Seldom - less than 5% |
| Carrying | Seldom - less than 5% |
| Pushing  | Seldom - less than 5% |
| Pulling  | Seldom - less than 5% |

### **Mobility**

|          |     |
|----------|-----|
| Standing | 40% |
| Walking  | 30% |
| Sitting  | 30% |

### **Coordination**

|           |                            |
|-----------|----------------------------|
| Stooping  | Frequent - less than 66%   |
| Kneeling  | Occasional - less than 33% |
| Crouching | Occasional - less than 33% |
| Crawling  | Occasional - less than 33% |

### **Upper Extremity**

|           |                            |
|-----------|----------------------------|
| Reaching  | Occasional - more than 66% |
| Handling  | Constant - more than 66%   |
| Fingering | Constant - more than 66%   |
| Feeling   | Constant - more than 66%   |

### **Climbing and Balancing**

|           |                            |
|-----------|----------------------------|
| Balancing | Occasional - less than 33% |
| Climbing  | Occasional - less than 33% |

### **Sensory - Talking**

|               |                          |
|---------------|--------------------------|
| Talk Ordinary | Constant - more than 66% |
| Talk - Other  | Frequent - less than 66% |

### **Sensory - Hearing**

|              |                          |
|--------------|--------------------------|
| Conversation | Constant - more than 66% |
| Other Sounds | Frequent - less than 66% |

### **Sensory - Vision**

|                  |                          |
|------------------|--------------------------|
| Acuity, Near     | Constant - more than 66% |
| Acuity, Far      | Frequent - less than 66% |
| Depth Perception | Constant - more than 66% |
| Accommodation    | Constant - more than 66% |
| Color Vision     | Frequent - less than 66% |
| Field of Vision  | Constant - more than 66% |

## **ENVIRONMENTAL CONDITIONS**

### **Temperature and Moisture**

|              |                       |
|--------------|-----------------------|
| Extreme Cold | Seldom - Less than 5% |
| Extreme Heat | Seldom - Less than 5% |
| Wet/Humid    | Seldom - Less than 5% |

### **Noise and Vibration**

|           |                            |
|-----------|----------------------------|
| Noise     | Frequent - less than 66%   |
| Vibration | Occasional - less than 33% |

### **Hazards**

|                    |                          |
|--------------------|--------------------------|
| Mechanical         | Seldom - less than 5%    |
| Explosive          | Seldom - less than 5%    |
| Electrical         | Frequent - less than 66% |
| Radiation Exposure | Seldom - less than 5%    |
| Burn Exposure      | Seldom - less than 5%    |
| Other Hazards      | Seldom - less than 5%    |

### **Atmospheric Conditions**

|                   |                            |
|-------------------|----------------------------|
| Fumes Exposure    | Seldom - less than 5%      |
| Mists Exposure    | Seldom - less than 5%      |
| Odors Exposure    | Seldom - less than 5%      |
| Gases Exposure    | Seldom - less than 5%      |
| Dust Exposure     | Occasional - less than 33% |
| Other Atmospheric | Seldom - less than 5%      |

### **Protective Clothing and Devices**

Not Applicable

### **Work Environment**

|         |      |
|---------|------|
| Inside  | 100% |
| Outside | 0 %  |