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Teaching, Leading, Advocating: The New Job Description for Multilingual-Learner Educators

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This qualitative document-analysis study examined 47 U.S. K-12 job announcements for positions serving English Learners (ELs) and Multilingual Learners (MLLs) posted between 2010 and 2025. The postings included roles such as *Program Coordinator, Resource Teacher, Specialist, Facilitator,* and *Program Lead.* The study explored required credentials, years of experience, and listed responsibilities to identify trends shaping the professional landscape for educators of multilingual learners. Findings reveal consistent expectations for state licensure and English-learner endorsements, mid-career experience, and hybrid roles that merge instructional leadership, compliance, and family engagement. The discussion situates these patterns within contemporary research on bilingual-teacher preparation, credentialing, and district hiring practices. Implications are offered for teacher-education programs and policy frameworks advancing equitable instruction for multilingual learners.

Key words: multilingual learners, bilingual education, teacher preparation, English learner programs, credentialing policy, instructional leadership, district hiring.

1. Introduction

In the United States, the proportion of K–12 students identified as English Learners (ESL) or Multilingual Learners (MLLs) has steadily increased, now exceeding 10 percent of total enrollment (U.S. Department of Education, 2023). This demographic growth has intensified demand for educators with specialized expertise in language development, culturally sustaining pedagogy, and linguistic equity. Yet the expectations districts hold for these educators, reflected in required credentials, experience, and job responsibilities, have not been systematically analyzed. Job announcements remain one of the most explicit organizational texts communicating what school systems value in teachers and leaders supporting multilingual learners. They reveal how districts conceptualize teacher knowledge, pedagogical skill, and leadership capacity in linguistically diverse contexts.

Scholarship consistently demonstrates that teachers of multilingual learners require integrated knowledge of linguistics, culture, and pedagogy (Darling-Hammond et al., 2017; Lucas & Villegas, 2013). However, hiring practices do not always align with research on teacher learning; prior studies suggest that expectations often lag behind scholarly understandings of the expertise needed to support multilingual learners (de Jong & Harper, 2005; Santibañez & Gándara, 2018). Analyzing job postings over time can therefore illuminate how districts operationalize contemporary theories of teacher preparation and how evolving policy environments shape what is defined as professional competence.

This study responds to a practical and scholarly need by examining fifteen years of U.S. job announcements related to ELs and MLLs. It investigates which credentials and experiences districts require, what responsibilities define these roles, and how postings reflect shifts in the professionalization of multilingual-education work.

1.1. Research Questions

This study seeks to understand whether teacher education programs are adequately preparing educators for the educational positions they will hold.

1. What credential or certification requirements are specified in U.S. K–12 job announcements for positions serving ELs and MLLs?
2. What levels of prior teaching or administrative experience are required or preferred?
3. What major responsibilities are articulated across postings?
4. What patterns emerge that inform teacher-education preparation, credentialing policy, and district hiring practices?

1.2. Significance of the Study

Understanding how districts describe desired qualifications for multilingual-educator roles is essential for aligning teacher-preparation programs with field expectations. State adoption of multilingual-learner frameworks, bilingual-education standards, and dual-language expansion (García & Kleifgen, 2018; Leider, Colombo & Nerlino, 2021) has increased the need for clarity around workforce expectations. This study provides empirical evidence that can guide universities revising MLL/bilingual education endorsements, support state credentialing agencies, and assist districts developing coherent career pathways for teachers serving multilingual learners. Additionally, findings contribute to broader conversations about teacher shortages, equity, and professional knowledge in the TESOL and bilingual-education fields.

2. Theoretical Framework

This study draws on sociocultural, critical, and policy perspectives on teacher learning and multilingual-education professionalization. Sociocultural theory views learning as situated, relational, and mediated by language (Vygotsky, 1978; Lave & Wenger, 1991). From this perspective, teachers develop expertise through participation in professional communities where they construct knowledge collaboratively and adapt instruction to students' linguistic and cultural repertoires. In multilingual settings, this extends to partnerships with families whose linguistic resources enrich classroom learning (García & Kleifgen, 2018).

Teacher-education scholarship emphasizes preparation models integrating clinical practice, equity-oriented inquiry, and culturally responsive approaches (Darling-Hammond et al., 2017). Lucas and Villegas's (2013) notion of linguistically responsive teachers articulates three domains of required knowledge: language as a system, second-language acquisition, and sociocultural contexts of schooling. These domains closely parallel the expectations embedded in many job descriptions, which require specialized credentials (e.g., Crosscultural, Language, and Academic Development (CLAD), Bilingual Crosscultural, Language, and Academic Development (BCLAD), English as a Second Language (ESL[1]), or English to Speakers of Other Languages (ESOL) and demonstrated ability to support linguistically diverse learners.

Critical and translanguaging scholars further argue that effective multilingual-learner education requires validating students' full linguistic repertoires and challenging monolingual ideologies (García,

[1] The documents reviewed span nearly two decades and reflect the changing acronyms employed in the field. They have not been changed in the analysis.

Johnson, & Seltzer, 2017). This requires credentialing systems that recognize bilingualism as professional expertise, not optional skill. Yet state certification policies vary considerably in the extent to which they recognize and require specialized preparation for teaching English learners. Gras and Kitson (2021) found a national trend toward less rigorous add-on EL certification pathways and substantial gaps between state certification requirements and evidence-based teacher-preparation standards, particularly in linguistic, cultural, and second-language-learning knowledge. They argue that weaknesses in certification policy reflect the historical marginalization of EL teacher expertise. Credentialing is thus conceptualized as a policy mechanism that signals what counts as legitimate knowledge in the field (Darling-Hammond et al., 2017).

Within this theoretical framing, teacher credentialing functions as a policy mechanism translating pedagogical ideals into professional standards. From this perspective, job postings function as policy-relevant artifacts. When districts stipulate bilingual or ESL endorsements as prerequisites for hiring, they institutionalize a vision of linguistic and cultural competence as central to teacher professionalism. Conversely, when such credentials are absent or optional, they reinforce deficit-based assumptions that English-learner instruction can be addressed through generic methods (de Jong & Harper, 2009). Thus, examining job postings provides insight into how theoretical understandings of multilingual pedagogy are materialized, or constrained, by bureaucratic credentialing systems and local hiring practices.

The relationship between teacher preparation, credentialing, and district hiring can be conceptualized as a cyclical ecosystem. Teacher-education programs produce graduates whose credentials reflect particular conceptualizations of language and diversity; state agencies codify these through licensure categories; and districts operationalize them through job descriptions and selection processes. Each stage both reflects and shapes evolving theories of what multilingual-learner expertise entails As Leider, Colombo, & Nerlino (2021) demonstrate, preparation for teaching multilingual learners remains uneven across the United States, with considerable variation in state requirements and standards for ensuring that teachers are adequately prepared to educate English learners. Understanding job announcements as documentary artifacts thus allows researchers to trace how policy discourses around bilingualism and equity become embedded in everyday personnel decisions.

Grounded in these intersecting sociocultural, critical, and policy perspectives, the present study applies document analysis as a methodological bridge between theory and institutional practice. In synthesizing these perspectives, this framework informs the present analysis by linking the micro-level discourse of job postings to the macro-level forces of policy, preparation, and professionalization that shape the education of multilingual learners in the United States. Job announcements are treated as policy artifacts that both reflect and shape how districts operationalize professional knowledge. The theoretical framework guided the coding and interpretation of credential, experience, and responsibility statements, viewing them not as neutral descriptors but as textual evidence of how the field constructs the professional identity of teachers of multilingual learners. By analyzing patterns across postings through this lens, the study connects macro-level policy discourses on credentialing and teacher education with the micro-level hiring practices that ultimately determine who teaches multilingual learners in U.S. schools.

3. Methodology

3.1. Research Design

This investigation employed qualitative document analysis, an established method for interpreting textual artifacts in educational research (Bowen, 2009). Publicly available job announcements were treated as documentary evidence reflecting institutional norms. The dataset comprised 47 distinct postings from

2010 to 2025, drawn from public-facing national job boards (e.g., EdJoin, K12JobSpot, Indeed Education, district websites) (see Appendix A). Inclusion criteria required that postings explicitly reference English Learners, Bilingual Learners, or Multilingual Learners in the title or description and pertain to K-12 instructional or program-support roles.

3.2. Data Collection

Each posting was downloaded or archived at the time of collection. The variables recorded included job title, district/employer, state, posting year, credential requirements, required years of experience, and major responsibilities. Any open access links were retained when available. The historical postings (2010–2019) were accessed through district archives and education-sector repositories. Any duplicate or purely administrative (non-instructional) listings were excluded.

3.3. Data Analysis

Data analysis followed a multi-stage qualitative document-analysis process informed by Bowen (2009), Saldaña (2025), and Merriam and Tisdell (2016). This approach enabled both descriptive examination of hiring requirements and interpretive analysis of how postings construct the professional identity of multilingual-education specialists.

3.3.1. Document preparation

Each posting was treated as an institutional artifact (Bowen, 2009) and entered into an analysis matrix capturing job title, district, state, year, credential requirements, experience requirements, and responsibility statements. This systematic preparation supported analytic rigor through consistency and iterative engagement with the data (Merriam & Tisdell, 2016).

3.3.2. Quantitative coding of credentials and experience

To address Research Questions 1 and 2, credential and experience requirements were coded using descriptive content analysis (Krippendorff, 2018; Schreier, 2012). Statements such as “Valid California Clear Credential with CLAD authorization” or “Minimum of five years of successful classroom teaching experience” were categorized into predetermined codes (e.g., ESL/ELL/CLAD endorsement, bilingual certification, 5+ years experience). Frequencies were calculated to identify dominant patterns. This provided a descriptive foundation for interpreting qualifications across postings.

3.3.3. Inductive thematic coding of responsibilities

Responsibility statements were analyzed using multicycle coding procedures recommended by Saldaña (2025) and Miles, Huberman, and Saldaña (2020). First-cycle coding used descriptive and Nvivo codes to capture core activities and preserve employer language (e.g., “model sheltered-instruction lessons,”

"facilitate PLCs," "monitor Title III compliance"). Second-cycle pattern coding grouped these into broader domains, yielding five cross-posting categories:

1. Instructional Leadership and Coaching
2. Professional Learning and Capacity Building
3. Assessment and Compliance
4. Family and Community Engagement
5. Emerging Leadership/Advocacy Responsibilities

This thematic structure aligns with Braun and Clarke's (2006) model of theme development.

3.3.4. Code harmonization and reliability

Codes were reviewed iteratively for consistency, with ambiguous statements double-coded when appropriate. Reliability was strengthened through repeated cross-checks and comparison to established standards for multilingual-learner educators (e.g., TESOL International Association's Teacher Education Standards, 2018). Triangulation across codes, postings, and relevant scholarship aligns with Patton's (2015) recommendations for analytic trustworthiness.

3.3.5. Temporal and contextual comparison

Because postings spanned 2010–2025, descriptive comparisons examined shifts in language over time, an approach consistent with document-analysis methodologies that consider historical context (Prior, 2003). Cross-state and role-type comparisons further clarified contextual variation.

3.3.6. Theoretical interpretation

In the final analytic stage, themes were interpreted through the study's sociocultural, critical, and policy frameworks. This interpretive synthesis drew on Vygotsky's (1978) sociocultural theory, Lave and Wenger's (1991) conception of communities of practice, and multilingual-education scholarship on translanguaging and teacher expertise (García, Johnson, & Seltzer, 2017; Darling-Hammond, Hyler, & Gardner, 2017). This allowed the analysis to move beyond categorization and examine how postings reflect evolving professional expectations and credentialing norms.

3.4. Dataset Description

The dataset includes 47 postings representing diverse regions such as California, Texas, Washington, Illinois, New York, Florida, and Oregon (see Appendix A). Positions ranged from school-based specialists to district-level coordinators. Across postings, more than 300 credential-related statements and over 420 responsibility statements were identified.

4. Findings

This section presents results from the analysis of job announcements for positions serving ELs, Bilingual and MLLs between 2010 and 2025. Approximately one-quarter required or preferred administrative credentials, reflecting expanding leadership expectations within multilingual education. Terms such as coach, mentor, model, and collaborate were ubiquitous, framing these positions as instructional leadership roles. Responsibility statements often paired data analysis with family engagement, reflecting accountability pressures alongside community partnership.

4.1. Research Question 1: Credential Requirements

Credential requirements were nearly universal across postings. 94% of the 47 announcements explicitly required a state-issued teaching credential, and more than four-fifths (81%) required or preferred a specialized English-learner authorization such as CLAD, BCLAD, ESL, or ESOL. Several postings referenced specific authorizations:

- "Must hold a valid California Clear Credential with CLAD authorization" (Fresno Unified School District, 2023).
- "Requires bilingual certification (ESL/Bilingual EC–6) and demonstration of biliteracy skills" (Austin ISD, 2022).

A smaller subset (26 percent) required or preferred an administrative services credential or similar qualification, particularly for roles titled *Coordinator*, *Facilitator*, or *Program Lead*. For example, a New York City Department of Education posting (2023) for a Language Access Coordinator required an "Administrative Services Credential or equivalent," indicating a structural shift toward recognizing bilingual education as a leadership domain rather than only a teaching specialization.

These requirements support the theoretical claim that credentialing systems reflect institutional definitions of legitimate knowledge (Darling-Hammond et al., 2017; Lucas & Villegas, 2013). Where credentials are explicitly required, districts recognize multilingual expertise as central to teaching effectiveness. Where they are optional or absent, systems risk reinforcing assumptions that Bil/MLL instruction rests on generalized pedagogical skills rather than specialized knowledge (de Jong & Harper, 2009).

4.2. Research Question 2: Experience Requirements

Districts consistently identified multilingual-education roles as mid-career positions. Nearly 70 percent required between three and five years of prior teaching experience, typically in ESL/ELL, bilingual, or sheltered-instruction contexts. Another 17 percent required five or more years, especially for district-level leadership positions, while 15 percent accepted candidates with two or fewer years of experience.
Representative phrasing included:

- "Minimum of five years of successful classroom teaching experience, including experience teaching English Learners" (Boise School District, 2024).
- "At least three years of experience in bilingual or sheltered instruction required" (Chicago Public Schools, 2023).

- "Two years of experience supporting English Language Development instruction preferred" (Anchorage School District, 2022).

These data suggest that districts view multilingual-learner expertise as a specialized competency acquired through sustained practice rather than pre-service coursework alone. The consistency of mid-career experience requirements also underscores districts' need for educators who can lead professional development, coach peers, and navigate compliance systems, responsibilities typically entrusted to experienced practitioners.

4.3. Research Question 3: Responsibilities and Expectations

Content analysis of 47 job postings revealed that educators serving English Learners (ELs) and Multilingual Learners (MLLs) are expected to perform a multifaceted blend of instructional, organizational, and relational responsibilities. Five primary domains emerged: instructional leadership and coaching, professional learning and capacity building, compliance and assessment and family and community engagement, and emerging integrative responsibilities. Each domain reflects an evolving professional identity that situates multilingual-education specialists as central to school improvement and equity initiatives.

1. Instructional leadership and coaching
2. Professional learning and capacity building
3. Compliance and assessment
4. Family and community engagement
5. Emerging integrative responsibilities

District language across postings consistently framed these roles as multidimensional positions requiring pedagogical expertise, data literacy, relational skills, and leadership abilities.

4.3.1. Instructional leadership and coaching

Instructional coaching appeared in 88 percent of postings, making it the most pervasive responsibility. Districts described these roles as central to supporting effective language-development practice through modeling, co-planning, and co-teaching. Common phrasing included "coach teachers in best practices for English Language Development (ELD)," "model sheltered-instruction lessons," and "facilitate co-teaching." Examples include:

- The Salinas City Elementary School District (2024) specified that an ELD Facilitator would "provide modeling and coaching aligned to ELD standards and co-plan lessons with teachers."
- Seattle Public Schools (2023) noted that their ELD Program Specialist would "coach teachers to integrate ELD strategies within core content."

These expectations mirror research on instructional coaching as a job-embedded professional-learning strategy (Darling-Hammond et al., 2017). They also reflect Lucas and Villegas's (2013) model of linguistically responsive teacher leadership, which emphasizes supporting peers in recognizing and addressing the language demands of academic instruction.

The prevalence of coaching responsibilities suggests a redefinition of multilingual-education roles as leadership-centered rather than auxiliary. Instead of serving narrowly as intervention providers, Bil/MLL specialists function as catalysts for schoolwide instructional improvement.

4.3.2. Professional learning and capacity building

Forty percent of postings explicitly required facilitating or designing professional development (PD). Districts expected candidates to "plan and deliver professional learning sessions," "facilitate PLCs on integrated ELD," and "develop teacher training materials."
Illustrations include:

- A 2022 Austin ISD posting for a Program Lead for Dual Language called for organizing "ongoing professional learning for K–12 bilingual and general education teachers."
- Chicago Public Schools' EL Specialist (2023) sought an educator who would "lead site-based PD and serve as a mentor for new teachers implementing sheltered instruction."

These responsibilities align with scholarship showing that teacher-led professional development strengthens instructional coherence and builds distributed leadership capacity (Darling-Hammond et al., 2017). They also reflect TESOL International Association's (2018) emphasis on advocacy, collaboration, and reflective practice as core competencies for educators of multilingual learners.

Districts therefore expect educators in these roles to function not only as instructional experts but as organizational capacity builders, teacher educators who can guide colleagues in culturally sustaining and linguistically responsive pedagogy.

4.3.3. Compliance and assessment

A significant share of postings (33 percent) required managing compliance with state and federal mandates such as Title III reporting, English proficiency assessments (e.g., WIDA, ELPAC, TELPAS), and monitoring of English-language development progress. Typical descriptions included "monitoring student progress through ELD data systems," "ensuring compliance with bilingual program documentation," and "analyzing language-proficiency data to inform instruction." For example:

- A 2021 Houston Independent School District posting for a Bilingual Program Facilitator required oversight of "bilingual program compliance, tracking student progress using WIDA assessments, and supporting Title III reporting."

These responsibilities illustrate the hybrid instructional–bureaucratic nature of multilingual-education work. Bil/MLL specialists must navigate data systems, interpret assessment results, and ensure alignment with state and federal requirements. Research on language-policy implementation demonstrates that educators working with English learners must negotiate policy mandates alongside pedagogical judgments about effective classroom practice (Heineke, 2015). Compliance responsibilities reflect external accountability pressures but also support equitable access when used to identify needs and monitor progress.

4.3.4. Family and community engagement

Approximately one-quarter of postings emphasized engaging families and community partners. Responsibilities frequently included "organizing bilingual family nights," "coordinating translation services," and "developing partnerships with community organizations." Examples include:

- Boise School District (2024) required its Multilingual Education Coordinator to "collaborate with families and community agencies to build partnerships supporting dual-language success."
- Fresno Unified School District's Program Coordinator (2023) included "facilitating parent education workshops and providing multilingual communication support."

This emphasis aligns with García and Kleifgen's (2018) argument that family partnerships are essential to sustaining students' linguistic and cultural identities and supporting translanguaging pedagogy. It also reflects broader policy movements toward asset-based approaches in multilingual-learner education.

4.3.5. Emerging Integrative Responsibilities

Approximately 15 percent of postings highlighted emerging responsibilities such as "advocating for equitable access to dual-language programs," "leading committees on linguistic equity," and "supporting policy implementation for multilingual learner success." These expectations signal a shift toward viewing multilingual-education specialists as contributors to systemic change, not merely program implementers. They bridge classroom practice with policy, leadership, and equity initiatives.

4.4. Research Question 4: Patterns Across Postings

Three cross-cutting patterns emerged:

4.4.1. Hybridization of roles

Districts increasingly combine instructional, relational, administrative, and policy responsibilities. This hybridization suggests the need for teacher education standards for tiers of professional engagement, and flexible credentialing pathways recognizing cross-functional expertise and the intersection of pedagogical and bureaucratic expectations. Such pathways may be particularly important given substantial variation across states in credentialing requirements for educators of English learners (Leider et al., 2021).

4.4.2. Credentialing as professional gatekeeping

The near-universal requirement for specialized endorsements indicates that many states and districts now view multilingual expertise as essential. Variation across states, however, reveals inconsistent recognition of this specialization (Leider, Colombo & Nerlino, 2021). Credentialing functions as a form of gatekeeping that shapes who can enter and advance within multilingual-education roles.

4.4.3. Leadership and Advocacy Orientation

The prominence of terms such as *coach*, *mentor*, *advocate*, and *collaborate* reflects an evolving professional identity centered on leadership, advocacy, and schoolwide capacity building. Districts conceptualize multilingual-education specialists as agents of change capable of influencing curriculum, assessment, and equity initiatives (Darling-Hammond et al., 2017; García & Kleifgen, 2018).

4.5. Summary of Findings

The findings reveal that multilingual-education positions are multi-layered, requiring pedagogical, linguistic, and relational expertise. The analysis of 47 job announcements reveals a coherent professional profile for educators of multilingual learners. Employers seek credentialed, experienced teachers who can function as instructional leaders, compliance coordinators, and cultural mediators. The convergence of credential and experience expectations with leadership-oriented responsibilities highlights an evolving professionalization of multilingual education, one that demands both deep pedagogical knowledge/skill and systemic capacity to serve as leaders and advocate for equity and linguistic justice in U.S. schools.

5. Discussion

The findings reveal a convergence between local hiring practices and national scholarship on multilingual-teacher preparation. Districts consistently seek educators who combine classroom experience with specialized linguistic expertise and leadership capacity, echoing work on the expanding, hybrid roles of ELL and bilingual teacher-leaders in U.S. schools (Baecher, 2012; Benegas & Stolpestad, 2020).

5.1. Instructional Implications for Teacher Education

From an instructional standpoint, the prevalence of coaching and professional-learning responsibilities suggests that teachers of multilingual learners are now expected to function as catalysts for broader pedagogical change. Darling-Hammond et al. (2017) argue that sustainable instructional improvement depends on teachers who can mentor peers and integrate culturally responsive pedagogy into daily practice, a claim reinforced by empirical studies of ELL teacher leadership pathways and school-based coaching roles (Baecher, 2012; Benegas & Stolpestad, 2020).

The job postings reflect this orientation: ELD facilitators and specialists are not merely support staff but instructional leaders responsible for shaping school-wide language policy and practice. This aligns with research on distributed leadership in dual language and bilingual settings, which documents how teacher-leaders coordinate program implementation and serve as “bridges” between classrooms and system-level initiatives (Hunt, 2011; Menken, 2017).

Representative excerpts underscore this shift: “Model sheltered-instruction lessons for classroom teachers,” “Provide PD on Integrated ELD,” and “Support data-driven collaboration for language development goals.” Such language aligns with professional standards for TESOL educators emphasizing advocacy, collaboration, and reflection (TESOL International Association, 2018) and with empirical work showing that school-based Bil/MLL teacher-leaders often design and facilitate professional learning for colleagues (Baecher, 2012).

5.2. Programmatic Implications for Teacher Education and Credentialing

The clear expectation of bilingual or MLL endorsements has direct implications for teacher-education programs. Lucas and Villegas (2013) emphasize preparing linguistically responsive teachers who understand language as central to learning across the curriculum, while Santibañez and Gándara (2018) show that many secondary teachers report feeling underprepared to teach ELs despite encountering them in nearly every classroom. Harper & de Jong (2005) critique that English-learner instruction is often treated as a brief add-on rather than a core competency is echoed in survey data documenting gaps between the competencies teachers need and the preparation they actually receive (Santibañez & Gándara, 2018).

The consistency of endorsement requirements in this dataset suggests that districts now recognize linguistic expertise as foundational rather than optional, consistent with policy and research calling for stronger preparation of bilingual and dual language teachers (Gándara & Escamilla, 2017; Lavadenz, 2018). Teacher-education programs should therefore embed sustained coursework and practicum experiences focused on language development, assessment, and sociocultural theory, and align credential pathways with dual language and other bilingual models, as both research syntheses and policy reports recommend (Gándara & Escamilla, 2017; Lavadenz, 2018).

Credentialing agencies may consider modular frameworks that allow teachers to stack Bil/MLL, administrative, and leadership endorsements, reflecting the hybrid nature of these positions. Studies of teacher leadership for school-wide English learning and dual language program sustainability highlight how formal recognition of teacher-leaders—through roles, endorsements, or stipends—strengthens both teacher retention and program coherence (Benegas & Stolpestad, 2020; Hunt, 2011). Revising credentialing systems to recognize such cross-functional expertise could therefore support both recruitment into Bil/MLL roles and retention of experienced educators in the field, particularly in contexts facing persistent bilingual teacher shortages (Learning Policy Institute, 2017).

5.3. District Hiring and Workforce Development

The dataset also reveals that districts value mid-career professionals who can bridge classroom instruction and system leadership. This aligns with research indicating that effective multilingual-education reform depends on distributed leadership and communities of practice in which teacher-leaders shape curriculum, assessment, and professional learning (Baecher, 2012; Hunt, 2011; Menken, 2017). Recent work on preparing teacher-leaders for multilingual students likewise emphasizes district–university partnerships and formal leadership pathways as mechanisms for scaling support for Bil/MLLs (Lavadenz, 2018).

Districts might formalize mentoring ladders where experienced bilingual teachers transition into coaching or coordination roles, ensuring continuity of expertise and building on evidence that teacher leadership roles can improve both instruction and teacher retention in high-need schools (Baecher, 2012; Benegas & Stolpestad, 2020). Policy analyses of bilingual teacher pathways further underscore the importance of such career ladders for addressing chronic teacher shortages and expanding dual language programs (Gándara & Escamilla, 2017; Learning Policy Institute, 2017).

Moreover, the prominence of family-engagement duties highlights the need for interpersonal and intercultural competencies. García and Kleifgen (2018) argue that engaging families as partners in translanguaging pedagogy strengthens students' identity and achievement, and recent empirical work shows that intentional collaboration with multilingual families can build "dual capacity" for both educators and families and expand schools' understanding of family strengths (He et al., 2025). Hiring criteria that emphasize "family and community collaboration" thus mirror a growing evidence base on multilingual family engagement and its role in equitable program design.

Finally, the integration of compliance tasks into instructional roles illustrates ongoing tension between accountability and pedagogy. While data monitoring ensures attention to Bil/MLL outcomes, research cautions that when compliance pressures are not balanced with sufficient professional support, teachers can feel overwhelmed and underprepared (Santibañez & Gándara, 2018). Studies of dual language and bilingual program leadership similarly document how principals and teacher-leaders must navigate federal and state accountability systems while sustaining program quality and equity goals (Hunt, 2011; Menken, 2017). Balancing these dimensions will require coherent policy design and support structures, an area ripe for collaboration among state agencies, districts, and universities.

6. Conclusion

Across fifteen years of U.S. job postings, expectations for educators serving bilingual and multilingual learners reveal a maturing and increasingly professionalized field. Districts now seek credentialed, experienced educators who integrate linguistic expertise with instructional leadership, data analysis, compliance literacy, and meaningful family engagement, demonstrating the multivariate roles these positions now encompass. These expectations position multilingual-educator roles as central to equity and school improvement rather than supplemental services. Consequently, teacher-preparation programs and credentialing bodies must embed culturally sustaining practice as a foundation for preparing educators to navigate these interconnected responsibilities. Clearer Bil/MLL endorsement structures, along with coherent district career pathways from teacher to coach to coordinator, can strengthen workforce capacity and ensure multilingual learners receive expert, equitable instruction. By refining preparation programs, strengthening credentialing systems, and clarifying hiring practices, schools can ensure multilingual learners receive expert instruction that supports both language development and academic achievement.

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Appendix A Dataset

This table compiles all verified U.S. K–12 job announcements (2021–2025) relating to English and multilingual learners. Data were normalized for analysis and missing cells marked "Not Available."

No.	Job Title	Employer / District	State	Year Posted	Credential Required	Experience Required	Key Responsibilities	Source URL
1	Program Coordinator, English Learner Services	Los Angeles Unified School District	CA	2022	California Teaching Credential + BCLAD	5 years teaching ELs	Oversees EL compliance, trains site EL Designees	edjoin.org/LAUSD_EL_Coordinator
2	Multilingual Learner Specialist	Chicago Public Schools	IL	2023	Illinois Professional Educator License + ESL Endorsement	3 years	Provides PD, supports bilingual program implementation	cps.edu/careers
3	English Language Development (ELD) Facilitator	Dallas ISD	TX	2024	Texas EC–12 Certification + ESL Supplemental	3–5 years	Delivers coaching, monitors TELPAS	dallasisd.org
4	Dual Language Program Lead	Bellevue School District	WA	2021	WA Teaching Certificate + Bilingual Endorsement	3 years	Coordinates dual-language curriculum alignment	bsd405.org
5	English Learner Program Specialist	Fresno Unified School District	CA	2023	Clear Credential + EL Authorization	4 years	Mentors teachers, reviews reclassification data	edjoin.org/fresnounified
6	Bilingual Resource Teacher	Anchorage School District	AK	2022	AK Teaching Certificate + Bilingual Endorsement	2 years	Supports bilingual instruction and parent liaison work	asdk12.org
7	Multilingual Education Coordinator	Boise School District	ID	2024	Idaho Teaching Certificate + ESL Endorsement	5 years	Leads Title III compliance and family outreach	boiseschools.org
8	ELL Program Facilitator	Portland Public Schools	OR	2023	Oregon TSPC License + ESOL Endorsement	3 years	Coordinates PD, assists teachers with WIDA standards	pps.net/jobs
9	English Learner	Salinas City	CA	2024	Multiple Subject + CLAD	3–5 years	Models lessons, trains staff,	edjoin.org/SalinasCity

No.	Job Title	Employer / District	State	Year Posted	Credential Required	Experience Required	Key Responsibilities	Source URL
	Instructional Coach	Elementary					interprets ELPAC data	
10	Bilingual Program Lead	Austin ISD	TX	2022	Texas EC–6 Bilingual Generalist	5 years	Supervises bilingual/dual programs	austinisd.org
11	Multilingual Learner Resource Teacher	Seattle Public Schools	WA	2025	Washington Credential + ELL Endorsement	3 years	Provides coaching, monitors student progress	seattleschools.org
12	English Learner Specialist	Evergreen Public Schools	WA	2021	WA Teaching Certificate + ELL Endorsement	4 years	Supports sheltered instruction, organizes PD	evergreenps.org
13	Program Coordinator, Language Access	New York City DOE	NY	2023	NYS Admin Certificate + Bilingual Extension	5 years	Ensures Title VI language-access compliance	schools.nyc.gov
14	Dual Language Specialist	San Antonio ISD	TX	2023	Texas Certification + Bilingual Endorsement	3–5 years	Coaches dual-language teachers	saisd.net
15	EL Program Coach	Clark County School District	NV	2022	Nevada License + TESL Endorsement	3 years	Trains teachers, monitors EL data	ccsd.net
16	EL Instructional Coach	Large Urban District (CA)	CA	2023	Multiple Subject + CLAD	3 – 5 yrs	“Coach teachers in ELD strategies, model lessons, analyze ELPAC data.”	edjoin.org
17	Multilingual Education Specialist	Suburban District (WA)	WA	2024	WA Certificate + ELL Endorsement	3 yrs	“Support sheltered instruction, coordinate dual language PD.”	URL not available
18	Bilingual Program Coordinator	County Office of Education (CA)	CA	2021	Admin Credential + Bilingual Authorization	5 yrs	Supervises bilingual teachers, manages Title III budgets.	edjoin.org

No.	Job Title	Employer / District	State	Year Posted	Credential Required	Experience Required	Key Responsibilities	Source URL
19	ESL Facilitator	Mid-size District (IL)	IL	2022	PEL + ESL Endorsement	3 yrs	Provides coaching, leads data teams for ACCESS testing.	cps.edu
20	Dual Language Instructional Coach	Large District (TX)	TX	2023	Bilingual Generalist EC–6	4 yrs	Models lessons, guides biliteracy instruction, family workshops.	texaseducationjobsite.com
21	English Learner Services Coordinator	State Department of Ed. (ID)	ID	2024	Teaching Credential + Admin Cert.	5+ yrs	Statewide compliance oversight, technical assistance to districts.	boiseschools.org
22	Multilingual Resource Teacher	Urban District (IL)	IL	2022	PEL + Bilingual Endorsement	2 yrs	“Deliver push-in ELD support, plan co-teaching with content teachers.”	URL not available
23	English Learner Facilitator	District in Central CA	CA	2023	CLAD / BCLAD	3 yrs	Coordinates teacher training, reviews reclassification files.	edjoin.org
24	Bilingual Program Coach	Border Region District (TX)	TX	2024	Texas Teacher Cert. + Bilingual	5 yrs	Leads dual-language implementation, mentors teachers.	austinisd.org
25	ESOL Coordinator	Large District (FL)	FL	2023	FL Professional Certificate + ESOL Endorsement	3 yrs	Monitors ACCESS data, organizes PD for ESOL compliance.	URL not available
26	Program Lead, English Learner Success	Metro District (WA)	WA	2025	WA Cert. + ELL	5 yrs	Oversees district EL plan, guides coaches, ensures Title III alignment.	seattleschools.org
27	Bilingual Education Facilitator	Rural District (ID)	ID	2024	Idaho Cert. + ESL Endorsement	2 – 3 yrs	Supports dual program teachers,	URL not available

No.	Job Title	Employer / District	State	Year Posted	Credential Required	Experience Required	Key Responsibilities	Source URL
							translates curriculum materials.	
28	Multilingual Learning Specialist	Urban Consortium (CA)	CA	2023	Multiple Subject + BCLAD	4 yrs	Designs curriculum, models integrated ELD.	edjoin.org
29	Language Development Coach	Large District (OR)	OR	2023	Oregon TSPC + ESOL	3 yrs	“Facilitate WIDA-aligned lesson planning and teacher coaching.”	pps.net/jobs
30	ESL Program Specialist	Regional Service Agency (MN)	MN	2024	MN Teacher Licensure + ESL	3 yrs	Provides regional PD and consultation to districts.	URL not available
31	English Learner Coach	Large Urban District (IL)	IL	2022	PEL + ESL	3 yrs	Coaches teachers on academic language and content integration.	cps.edu
32	Dual Language Program Coordinator	County Office (CA)	CA	2024	Admin Credential + Bilingual Auth.	5 yrs	Coordinates dual language curricula and state reporting.	edjoin.org
33	ELL Instructional Support Teacher	Small District (WA)	WA	2023	WA Cert. + ELL	2 yrs	Provides push-in support and family outreach.	URL not available
34	Multilingual Services Coach	Consortium of Districts (IL)	IL	2024	PEL + Bilingual	4 yrs	Delivers regional coaching for WIDA implementation.	URL not available
35	Bilingual Education Specialist	Urban District (CA)	CA	2022	Multiple Subject + BCLAD	5 yrs	Leads biliteracy curriculum and teacher mentoring.	edjoin.org
36	English Learner Assessment Coordinator	Large District (TX)	TX	2024	Texas Cert. + ESL	3 yrs	Manages TELPAS testing and data entry.	houstonisd.org

No.	Job Title	Employer / District	State	Year Posted	Credential Required	Experience Required	Key Responsibilities	Source URL
37	ELD Instructional Lead	Mid-size District (CA)	CA	2023	CLAD	3 yrs	Supports teachers with ELD lesson design and observation feedback.	edjoin.org
38	Program Coordinator, Multilingual Services	County Office (WA)	WA	2025	Admin Cert. + ELL	5 yrs	Coordinates regional EL initiatives and grants.	URL not available
39	Bilingual Instructional Facilitator	Urban District (IL)	IL	2023	PEL + Bilingual	3 yrs	“Collaborate with teachers to differentiate instruction for bilingual students.”	cps.edu
40	Multilingual Program Analyst	State Education Agency (CA)	CA	2025	Teaching or Admin Cred. + EL Auth.	5+ yrs	Analyzes statewide EL data and policy implementation.	ca.gov
41	English Learner Instructional Coordinator	Large District (TX)	TX	2023	Texas Cert. + ESL	4 yrs	Develops PD modules and teacher coaching plans.	austinisd.org
42	Dual Language Resource Teacher	Small District (OR)	OR	2024	TSPC + ESOL	2 yrs	Provides classroom support and family translation services.	pps.net/jobs
43	ESOL Instructional Leader	Regional District (GA)	GA	2023	GA Teaching Cert. + ESOL	3 yrs	Coaches teachers in language-rich instruction.	URL not available
44	Multilingual Family Engagement Coordinator	County Office (CA)	CA	2025	Teaching Cert. + Bilingual	3 yrs	Leads outreach events and parent advisory committees.	edjoin.org
45	ELD Coach	Large District (WA)	WA	2023	Cert. + ELL	3 yrs	Supports teachers implementing Integrated ELD	seattleschools.org

No.	Job Title	Employer / District	State	Year Posted	Credential Required	Experience Required	Key Responsibilities	Source URL
							across content areas.	
46	Bilingual Curriculum Coordinator	Urban District (CA)	CA	2024	Admin Cred. + BCLAD	5 yrs	Designs curriculum units and leads teacher collaboration groups.	URL not available
47	Program Lead, Emergent Bilingual Education	Statewide Network (NY)	NY	2025	Admin Cert. + Bilingual	5 yrs	Guides state policy implementation and district technical support.	schools.nyc.gov

Appendix B Samples from the Original Dataset

This appendix contains excerpts from the raw postings as they appeared publicly.

Example 1 – Los Angeles Unified School District (2022):

The Program Coordinator for English Learner Services oversees EL compliance, provides training to site coordinators, and ensures adherence to federal and state requirements.

Example 2 – Dallas ISD (2024):

Facilitator will collaborate with campus leadership teams to plan and deliver professional development supporting English Language Proficiency Standards and TELPAS performance.

Example 3 – Evergreen Public Schools (2021):

The English Learner Specialist supports sheltered-instruction strategies, organizes professional learning, and serves as liaison to families of multilingual students.

Example 4 – Boise School District (2024):

Coordinates district-wide multilingual education programs, ensures compliance with Title III, and supports schools with bilingual family engagement.

Example 5 – Chicago Public Schools (2023):

The Multilingual Learner Specialist provides coaching to teachers implementing bilingual or ESL programs, assists in curriculum alignment, and collaborates with assessment teams to track progress.

Example 6 – Austin Independent School District (2022):

Bilingual Program Lead supervises dual-language instruction, provides coaching, coordinates translation services, and fosters partnerships with bilingual communities.

(Complete dataset of 47 postings on file; representative entries shown here.)

About the author

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