

WINOOSKI SCHOOL DISTRICT
Job Description: LITERACY INTERVENTIONIST

Date Approved/Updated: April 27, 2021

Location: District wide

Job Group: Educator

Reports To: Director of Curriculum and Learning and/or Principal(s)

Summary of Position Responsibilities: To work with students who struggle with literacy (reading & writing), their teachers and parents to provide a targeted literacy plan to improve academic skills.

Essential Duties and Responsibilities:

1. Coordinate and facilitate the school's literacy Intervention program.
2. Collaborate with teachers individually to identify the literacy needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students in literacy.
3. Assist teachers with the collection of data, analysis of data results and supports the sharing of findings with all staff.
4. Review student achievement and assist with placing students in appropriate literacy intervention and support services.
5. Teach targeted literacy intervention to small groups of students daily using research-based strategies and resources.
6. Assist students using software and materials related to literacy programs.
7. Meet regularly with the classroom teacher to plan literacy instruction that correlates with the individual student's needs or as requested by the classroom teacher.
8. Attend professional development to enhance knowledge of pedagogy and content, especially in literacy.
9. Maintain and submit accurate and up-to-date management records of all students' progress.
10. Perform other duties and responsibilities related to literacy as assigned by the supervisor.

Supervisory Responsibilities include: Training, planning, assigning, and directing work.

Qualification Requirements:

The requirements listed below are typical of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Bachelor's and Master's Degree in Education or related area. Teaching experience.

Certificates, Licenses, Registrations: Holds Vermont teaching license in Reading/ELA Specialist.

Language Skills: Ability to read, analyze, and interpret information from professional journals, state forms, legal documents, testing and assessment data. Ability to respond concisely and accurately to inquiries, questions and complaints from students, parents, colleagues, advocates, and community members. Ability to effectively present information related to job responsibilities to administrators, public groups, community members and School Board.

The information contained in this job description is for compliance with the Americans With Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.

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Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply math concepts such as fractions, percentage, ratios and proportions and to use basic formulas.

Reasoning Ability: Ability to predict, define, analyze, solve and facilitate solutions to practical and applied problems in various environments that relate to areas of responsibility.

Other Skills and Abilities: Other qualifications as determined appropriate by the Board of School Trustees and the Vermont Agency of Education.

Physical Demands:

The physical demands are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations O=occasionally F=frequently or C=constantly for each essential function of the job. Leave blank if it is not essential to the job:

F_ Standing F_ Walking F_ Sitting F_ Lifting F_ Carrying F_ Pushing
 F_ Pulling F_ Climbing F_ Balancing F_ Stooping F_ Kneeling O_ Crawling
 F_ Crouching F_ Reaching F_ Handling F_ Fingering F_ Feeling C_ Talking
 C_ Hearing C_ Far Vision C_ Near Vision C_ Color Vision F_ Depth Perception C_ Repetitive Motion
 C_ Eye/Hand/Foot Coordination

Physical Effort: Please indicate on the continuum the requirements of this position:

<i>Sedentary Work</i>	<i>Light Work</i> XX	<i>Medium Work</i>	<i>Heavy Work</i>	<i>Very Heavy Work</i>
Lifts up to 30 lbs	Frequently lifts up to 10 lbs. Frequently walks/stands.	Frequently lift/carry up to 25 lbs.	Frequently lift/carry up to 50 lbs.	Frequently lift/carry up to 50 lbs or more.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations N=Never

O=occasionally F=frequently or C=constantly for each essential function of the job:

O_ Exposure to O_ Extreme heat old F_ Noise O_ Dust, vapors,
 ather nes
 C_ Time constraints C_ Public contact C_ Deadlines F_ Travel C_ Inside work

Terms of Employment: Per Collective Bargaining Agreement, State and Federal Statutes and Board Policies.

Compensation: As per Collective Bargaining Agreement.

Evaluation: Performance of this job will be evaluated in accordance with Procedure WSD201

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