

Verona Area School District

JOB DESCRIPTION

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Position Title:	Early Intervention Literacy Specialist (certified)
Department/Location:	Student Services Department/Itinerant
Reports To:	Director of Student Services/Director of Instruction
Employee's Supervised:	None
Interrelationships:	This position has continual contact with administration, students and staff.

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**Position Summary:**

The Early Intervention Literacy Specialist (EILS) provides literacy instruction to elementary level general education students who fail to make adequate reading progress as measured by standardized measures.

**Position Duties:**

The Early Intervention Literacy Specialist's duties include completing a thorough diagnostic intake on students who are recommended and selected for services. The EILS will collaborate with the classroom teacher to design a program of instruction based on the individual student's learning style strengths and weaknesses using scientifically researched instructional methods. The EILS will conduct diagnostic probes a minimum of 4 times per/year and provide extensive feedback to staff and parents. The EILS will organize, facilitate and communicate the student referral process in conjunction with the Director of Students Services and principals.

**Essential Job Functions:**

1. Participate in the organization, facilitation and communication of the student referral process for general education students who are making poor literacy progress. The EILS will receive student referrals, organize team members to review referrals, facilitate the referral discussion, and provide feedback to the referent on the results of the referral meeting.
2. Provide a thorough diagnostic work-up of a student's literacy strengths and weaknesses following an appropriate referral. This information will be communicated to the student's general education teacher, the parents and the school administrator.

3. Provide scientifically-based and researched literacy instruction prescribed by the individual student's diagnostic work-up.
4. Document individual student progress, using standardized measures and share this progress with the student's general education teacher and the student's parents 3 times per semester.
5. Change instruction based on the 6-week diagnostic period when the student is not showing adequate progress.
6. Write formative and summative summaries of the student's progress over the academic year in which the student receives individual literacy instruction.
7. Meet monthly with the Director of Student Services and the Director of Instruction or on an as need basis.

#### Qualifications:

1. Education: Must have at least a bachelor's degree in education. Master's degree is preferred. Must hold a valid State of Wisconsin Reading Teacher's License (316 or 317).
2. Must demonstrate knowledge of and experience with a variety of standardized instruments used for the assessment of literacy skills.
3. Must demonstrate knowledge of and experience with a variety of scientifically-based and researched instructional methods.
4. Must have literacy teaching experience at the elementary level.
5. Must hold a valid Wisconsin Driver's License.

#### Personal Attributes Required:

The EILS must be able to communicate well with students and staff, both verbally and in writing. She/he must be organized and able to work with nominal supervision. She/he must be patient, understanding and caring in interacting with students, their families and staff. She/he must be able to maintain order. She/he must be able to maintain self-control during stressful situations/interactions. She/he must have knowledge of good grammar, spelling, punctuation and math.

#### Essential Physical/Mental Requirements:

1. Must be able to sit/stand/bend and walk for prolonged periods, with or without back support.
2. Must be able to perform physical work, occasionally lifting more than 50 pounds without assistance in an indoor setting.
3. Must be able to communicate effectively to provide information, assistance and instructions.

4. Must be able to move throughout the building.
5. Must be able to reach in all directions and bend/stoop to assist students, use classroom or office equipment.
6. Must have dexterity and hand/eye coordination necessary to operate the equipment used in the job, including computer keyboard.
7. Hearing activity requires the ability to participate in numerous conversations throughout the day.
8. Must be able to complete job duties in an environment where some background noise and frequent interruptions are the norm.
9. Must have the ability to maintain concentration and focus on tasks requiring close observation and the ability to respond quickly.

The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. Essential job functions are intended to describe those functions that are primary to the performance of this job, and other job duties include those that are considered secondary to the overall purpose of this job.

This job description does not state or imply that the above are the only duties and responsibilities assigned to this position. Employees holding this position will be required to perform any other job-related duties as requested by management. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Originated July 6, 2006

## Verona Area School District

### Early Intervention Literacy Specialist

#### Selection of Students:

Students with the lowest assessment scores in first and second grade were chosen for this program. Assessments included:

- Upper and Lower Letter Identification
- Letter Sounds
- Concepts of Print
- Phonemic Awareness
- Sentence Dictation
- Sight Word Knowledge
- Reading Level

#### Format of Lessons:

The majority of the lessons involved a one-on-one thirty-minute session, four or five days a week. Lesson format was very similar to a Reading Recovery lesson, with the inclusion of daily alphabet chart and sight word work. The assessments listed above were administered and recorded monthly.

#### Materials:

- ABC chart
- magnetic letters and phonemes
- journal and sentence strips
- sight word lists
- books (I most often used the *Bebop*, *Sundance* and *Newbridge* leveled books because of the excellent multicultural pictures and non-fiction text.)
- personalized books (These were made with the ABC Bookbuilder Software from Pioneer Valley Educational Press.)
- National Geographic magazines for them to keep

#### Communication:

- \*Daily “reading bag” with book, sight words and ABC chart to review at home with comments for parents to read.
- Phone calls to parents to report positive growth!
- Short conferences about twice a month with classroom teachers.
- Monthly progress data sent to teachers and administrators.
- Attempted monthly reports or conferences with parents. (not very successful)
- Volunteers and reading buddies were used to reinforce what might not have been practiced at home.

Comments: Personalizing the lesson increased the students’ involvement. A summer extension of this program might be beneficial.

## **Selected/Targeted For some students**

In addition to the universal strategies, selected options are provided for some students. Instruction is provided in cluster groups or flexible groups within all classrooms and/or in special groups outside the regular classroom. Reading instruction focuses on specific needs of students for a varying amount of time. Text and/or strategies are differentiated.

In addition to the universal and selected practices, targeted options are provided, as needed, for a few students. One-on-one or small group reading instruction is led by staff members trained in teaching reading.

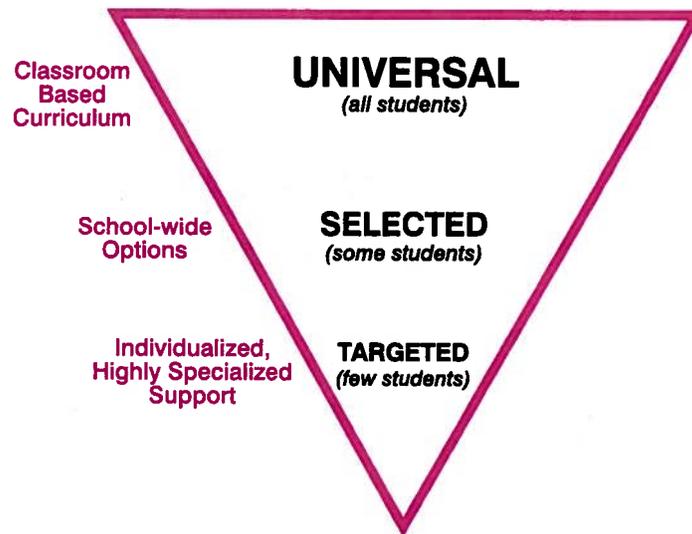
Examples of selected/targeted options at the elementary level may include:

- Kids Choice
- Early Success
- Soar to Success
- Word Masters
- Title I reading instruction
- Literature Circles
- Junior Great Books
- Book Buddies
- Tutors
- Highly specialized, individual/small group interventions
- IEP-specified interventions

Examples of selected/targeted options at the middle and high school levels may include:

- Adult mentor Programs
- Short-term Academic Tutoring
- Literature Circles
- Battle of the Books
- READ 180
- Caught Reading Plus
- Highly specialized, individual/small group interventions
- IEP-specified interventions

# VASD K-12 Literacy Framework



## Universal *For all students*

Literacy instruction is provided for all students in all regular classrooms. Classroom instruction builds both the skill and desire to read. Students have access to a wide variety of reading material that they can and want to read. Ongoing assessment occurs, and assessment results show students' strengths as well as areas for improvement. Assessment results also guide teachers to design instruction that best helps students read increasingly complex materials.

Across the curriculum, trained teachers model and provide explicit instruction in the key elements of reading comprehension and literacy strategies. Trained teachers also understand the complexities of individual readers, respect their differences, and respond to their unique needs through differentiated curriculum.

Parents support literacy instruction by modeling their own reading for information and pleasure, reading with their children, showing interest in their children's reading program, and providing enrichment experiences. We invite the community to promote literacy instruction by volunteering in the schools and by providing financial assistance.

Examples of universal literacy practices at the elementary level—with fiction and nonfiction text—include:

- Read Aloud/Think Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Literature Study
- Language/Word Study

Examples of universal literacy practices at the middle and high school levels—with fiction and nonfiction text—include:

- Comprehension Strategy Instruction
- Independent Reading
- Literature Study
- Language/Word Study