



# Ellsworth Public School

*"Home of the Panthers"*

513 S. Broadway St., Ellsworth, MN 56129

Phone: (507) 967-2242

Bill Strom, superintendent    Amy Labat, principal

Website: [ellsworthschools.mn.org](http://ellsworthschools.mn.org)

## JOB DESCRIPTION

### SECTION I: GENERAL INFORMATION

POSITION TITLE	POSITION TYPE
<i>Reading Interventionist</i>	Full-Time, Licensed Educator
IMMEDIATE SUPERVISOR	FLSA STATUS
Building Principal	Exempt
JOB SUMMARY	
<p>Under the direction of the Principal, the Licensed Teacher represents a broad grouping of diverse and different instructional positions responsible for developing lesson plans and presenting district curriculum in assigned instructional subjects; delivering and instructing students in lesson plans and instructional material; evaluating and assessing student progress against instructional outcomes and objectives. Licensed Teachers also participate and collaborate with other instructional professionals, administrators, parents, counselors, and other district personnel concerning student needs, issues and district learning initiatives, curriculum and building issues.</p>	
APPLICATION REQUIREMENTS	
<ul style="list-style-type: none"> <li>● <a href="#">District Job Application</a></li> <li>● Letter of interest</li> <li>● Resume</li> <li>● Transcript(s)</li> <li>● Minimum of three letters of reference</li> <li>● MN teaching license for the position or the ability to obtain a teaching license prior to starting.</li> <li>● Email materials to <a href="mailto:amy.labat@isd514.org">amy.labat@isd514.org</a>.</li> </ul>	

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

GENERAL RESPONSIBILITIES
<ul style="list-style-type: none"> <li>● Provides and delivers classroom instruction to students incorporating the essential elements of instruction.             <ul style="list-style-type: none"> <li>a) Provides instruction at appropriate levels of difficulty and in accordance with district curriculum guidelines and criteria.</li> </ul> </li> </ul>

- b) Assesses student progress and determines the need for additional reinforcement or adjustments to instructional plans/techniques/goals.
  - c) Teaches specific learning objectives.
  - d) Employs various teaching techniques, methods and principles of learning to best the needs of students and district learning outcomes.
- Plans and develops instructional plans, lessons, experiments, and other support activities to present Minnesota state standards in accordance with district goals and objectives. Determines needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject(s) areas. Organizes classroom supplies and materials. Performs basic cleaning and housekeeping functions to maintain a proper learning environment.
  - Evaluates student performance against learning objectives. Develops tests to test performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress, problems, strengths, concerns or other pertinent issues of the student, family and school.
  - Establishes and maintains student control and discipline in the classroom, school premises or during school activities by communicating expectations of appropriate behavior. Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures.
  - Provides instructional leadership to other support staff within the classroom involved instructional support activities and functions. Assigns activities, provides guidance and instructional oversight.
  - Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum. Serves on Building and District committees, task forces, administrative meetings or IEP meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision-making and improvement processes.
  - Performs other duties of a comparable level or type, as required.
    - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
    - b) Attends training sessions, conferences, seminars, district and departmental meetings.
    - c) Keeps abreast of changing developments, trends, instructional and educational technologies.

## **PRIMARY RESPONSIBILITIES**

- Partnering with leadership and colleagues in determining goals and identifying students needing additional intervention and support.
- Collaborate with district administration, Regional Literacy Lead, and the SWWC Teaching & Learning representative.
- Supporting a schoolwide culture of literacy and reading growth, including supporting systems to communicate and celebrate students' reading growth.
- Participating in Child Study Team meetings to identify supports for students referred to the team and to determine when additional assessment is required.
- Plan and lead small groups and one-on-one literacy instruction for students requiring interventions.
- Collaborating with teachers to ensure all students achieve their reading growth goals.
- Analyze FastBridge screening assessments to determine which students require literacy interventions. Administer secondary screeners to determine appropriate interventions.
- Administer regular progress monitoring assessments to assess students progress towards their

growth goals.

- Analyze and share literacy assessment data with teachers and leaders to identify trends, organize intervention, and inform instruction.
- Maintain accurate records of student progress, attendance, and other required documentation.
- Communicate regularly with parents, guardians, and staff regarding student progress and wellness.
- Stay current with best practices in literacy instruction through ongoing professional development.
- Complete and submit the annual ESEA Title I and II grant application.
- Support implementation of evidence-based Structured Literacy practices in pre-K through grade 12 to improve literacy outcomes for all students with particular attention to those who have been persistently underserved and marginalized.
- Support district efforts to administer required universal and dyslexia screening tools and data submission to MDE.
- Provide data literacy supports to ensure data analysis informs instruction and interventions.
- Support inclusion of summary data in Local Literacy Plan submissions due annually on June 15.
- Support district implementation of dyslexia screening and identification of students with characteristics of dyslexia.
- Support the selection process and implementation of evidence-based curriculum and materials through horizontal and vertical alignment to the Minnesota English Language Arts standards.
- Support the development, implementation, evaluation and submission of the annual Local Literacy Plan.
- Support in providing parent/family notification for students not reading at or above grade level including the student's reading proficiency level, reading-related services, and strategies for families to use at home to support the student.

### **SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

#### **REQUIRED QUALIFICATIONS**

- Valid Minnesota teaching license in K-12 Reading or Elementary Education.
- Experience or training in working with students of varying abilities and backgrounds.
- Minimum of three years of teaching experience.
- Completion of specialized literacy training (LETRS, CAREIALL, OLLA)
- Ability to collaborate effectively with colleagues, support staff, and families.

#### **PREFERRED QUALIFICATIONS**

- Masters Degree in Education or related area.
- Familiarity with child find and IEP processes and documentation.
- Training in trauma-informed practices, SEL, or inclusive instructional strategies.

#### **ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK**

##### **Skilled in:**

- Planning and developing lesson plans consistent with approved program curriculum.
- Presenting complex materials and concepts in an understandable and grade appropriate manner.
- Developing assessment tools, assessing and evaluating student performance and needs.
- Leading group processes/discussions, utilizing a variety of instruction aids and technologies.
- Ability to write reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology.

- Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district.
- Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs. Advises and makes recommendations to district administrators or committees concerning needs in curriculum and learning approaches.

### **PHYSICAL JOB REQUIREMENTS**

#### **Light Work:**

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push and pull or otherwise move objects in the performance of the job.

**HAZARDOUS WORKING CONDITIONS** *The essential duties of the work are performed under various physical hazards or environmental conditions noted*

#### **Unusual or hazardous working conditions related to performance of duties:**

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

*This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*