



JOB DESCRIPTION

Job Title	Reading Interventionist - Bilingual
Department	Teaching & Learning
Reports To	Building Principal
Classification	Certified
Location	Elementary
Salary	On Schedule
Length of Contract	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

Responsibilities include working with school principal and school staff to improve student achievement within the framework of the Equitable Multi-Level Systems of Supports (EMLSS). The Reading Interventionist – Bilingual is responsible for supporting student achievement in all areas of English Language Arts while integrating Social Emotional Learning (SEL) practices. The Reading Interventionist provides high quality instruction and intervention to support individual and small group instruction. This position also provides bilingual assistance to parents, teachers, students and administrators in the building.

Essential Job Functions

- Provide high quality targeted (Tier II) and intensive (Tier III) English Language Arts instruction and interventions.
- Integrate social emotional learning (SEL) to meet the needs of the whole child.
- Apply culturally responsive practices and integrate the practices into instruction.
- Use district research-based interventions to meet individual student needs.
- Use data to inform instruction.
- Provide diagnostic assessments for students as needed.
- Monitor, report, and communicate student progress and performance.
- Participate in Tier II and Tier III meetings when appropriate.
- Maintain and share data and documentation of continuous monitoring of student performance and progress to support building-wide intervention planning.
- Communicate with teachers, administration, and families regarding student progress.
- Collaborate with classroom teachers and coaches and other stakeholders to analyze achievement data, monitor individual student progress, and discuss student placement and progress.
- Assist in school-wide family engagement to promote reading.
- Collaborate with district office staff and other district job-alike colleagues.
- Participate in ongoing professional development.

Ancillary Job Functions

- Perform other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered.

Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of or eligibility for Wisconsin Reading Teacher license (316/1316) or commitment to obtain license within 2 years.
- Certification for applicable grade levels and content areas.
- Demonstrated extensive experience in interpreting and translating fluently in both English and targeted second language.
- Certification of a completed, approved Act 20 reading training or commitment to complete a training within one year of hire for educators who teach 5K to grade 3 reading.
- Possession of, or eligibility for, Bilingual/Bicultural supplementary license.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master's degree in Reading/Literacy Education.
- Possession of or eligibility for Wisconsin Reading Specialist license (317/1317).
- Three years of successful classroom teaching experience at the elementary level.
- Fluent in speaking and writing English and the targeted second language.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Willingness to engage in ongoing learning of literacy practices.
- Excellent interpersonal and communication skills.
- Strong organizational skills.
- Knowledge of collaboration practices, team teaching practices, and special education.
- Knowledge in the areas of instructional methods, curriculum, and assessment.
- Ability to build and maintain effective relationships with school administrators, staff, students, and families.
- Demonstrate an understanding and use of equitable and culturally responsive practices.
- Ability to keep up to date with current events and technology in the business and post-secondary sectors.
- Ability to maintain curricular and industry knowledge.
- Ability to facilitate meetings and professional development opportunities.
- Excellent verbal and written communication skills.
- Knowledge in using a variety of assessment tools.
- Knowledge of research-based instructional strategies that will engage all students.
- Willingness and ability to assume a leadership position.
- Willingness to engage in equity trainings.
- Demonstrate an understanding and use of differentiation in educational practices to address the achievement gaps.
- Ability to travel to multiple District buildings in compliance with District driving policy.

- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.
- Ability to speak, read, and interpret the English language and school curriculum for those who have English as a second language.
- Knowledge of the linguistic and cultural differences which may affect limited English proficient students and their parents.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.