



**Job Title:** Early Literacy Support Teacher **Exemption Status/Test:** Exempt

**Reports to:** Early Learning Program Administrator **Date Revised:** 4/2022

**Dept. /School:** Teaching & Learning Development

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### **Primary Purpose:**

To advance early literacy and language acquisition of PreK- 3rd grade students by providing direct technical assistance and instructional support to administrators and classroom teachers, which ensures the effective implementation of the district's Early Literacy and Language Acquisition programs.

### **Qualifications:**

#### **Education/Certification:**

- Bachelor's Degree
- Valid Texas Teaching certification EC-4 or EC-6
- ESL Supplemental, required

#### **Experience:**

- Minimum of 5 years on elementary campus in grades PreK-3rd with demonstrated student success as measured by district standards.
- Experience in early literacy, required and sheltered instruction pedagogy, developing culturally relevant curricular activities and TEKS based assessments
- Ability to plan and provide small-group intervention for students identified as at-risk in reading & writing

#### **Special Knowledge/Skills:**

- Experience with the implementation of instructional strategies that promote and enhance the academic and linguistic achievement of all learners.
- Experience and knowledge of the and the Science of Reading
- Experience with culturally responsive pedagogy
- Demonstrated strong organizational, communication, public relations, and interpersonal skills required to achieve the goals of the position
- Experience with teacher coaching, designing data-driven instructions, and facilitating professional learning communities.

## **Major Duties & Responsibilities**

### **Instructional and Program Management**

1. Provides support for the implementation and stewardship of elementary programs..
2. Implements best practices related to technology use in the classroom and computer labs
3. Collaborate at grade-level team/department meetings to analyze data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.

4. Provides support by working with teachers to plan, deliver, and analyze lessons using effective strategies.
5. Supports campus administration in providing professional development addressing specific program requirements and course content, including ELPS and sheltered instruction.
6. Collaborates with the principal and teachers to ensure that intervention services are aligned with the linguistic and academic needs.
7. Conducts demonstration lessons and facilitates classroom observations to improve instruction.

### **Student Management**

8. Provides instructional support to schools to accelerate students not demonstrating required growth as measured by TELPAS and STAAR.
9. Assists with the implementation of procedures to maximize instructional opportunities within each elementary school.

### **Policy, Reports and Law**

10. Works to ensure that schools are in compliance with federal, state and local requirements outlined in statute, education code, administrative code and policy.
11. Interprets and implements school district policies and procedures for the schools to the implementation programs.
12. Supports with the preparation of federal/state/local reports accurately and timely and makes local recommendations relative to programs as requested.
13. Supports and follows federal, state and local rules and policies.

### **Budget and Inventory**

14. Works with teachers and technology staff in the selection of resources that are compatible with the goals.

### **Personnel Management**

15. Provides support, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
16. Provides timely, specific feedback to educators serving all students that validates best practice and encourages reflection.
17. Systematically and fairly recognizes and celebrates accomplishments of staff and students.

### **Communications and Community Relations**

18. Promotes and supports structures for family and community involvement across the district.
19. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

## Supervisory Responsibilities:

None

## Mental Demands/Physical Demands/Environmental Factors

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals;

**Posture:** Ability to sit for prolonged periods of time; occasional bending/stooping, pushing/pulling, and twisting

**Motion:** Continual sitting and reaching; repetitive hand and arm motions

**Lifting:** Occasional light lifting and carrying (less than 15 pounds)

**Environment:** May work prolonged and irregular hours,

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsible and duties that may be assigned or skills that may be required.

In this link <https://www.garlandisd.net/connect/jobs/job-descriptions> find multiple examples of GISD job descriptions.