



Escuela de Guadalupe

Job Description: Literacy Tutor - 4th/5th Grades

Position Type: Full-time, Mid-August through Mid-June

Reports to: Principal

Contact: Mariella Robledo, Principal

mariella_robledo@escuelaguadalupe.org

History

Escuela de Guadalupe is a private, Catholic dual-language PK-8th grade school of excellence in Denver. Our school was founded by a culturally rich community which fully intends to provide children an affordable option for quality private education and a commitment to prepare students for graduation from college-prep high schools. At Escuela de Guadalupe, the spiritual, culturally relevant and compassionate environment supports the healthy development of each child while we are able to achieve high academic expectations and intellectually rigorous curriculum. In addition, all children at Escuela de Guadalupe are committed to full academic literacy across all content areas in both English and Spanish. Therefore, a talented person who is a native speaker of English, and has a serious interest in contributing to the long-term success of our students is essential.

Responsibilities: This description is not intended to be all inclusive as much as it is to define some of the major job responsibilities.

1. Support literacy and language development
 - a. Plan with teachers to develop lessons and learning activities for literacy instruction in appropriate groupings for target language instruction. Teachers and literacy tutors should have a weekly planning time, led by the teacher of record (objectives, strategies, and materials). This should be reflected in the lesson plans submitted in Jupiter by the teacher of record. Planning with the teacher and literacy tutor could occur during specials, before school at 7:45 - 8:15 am.
 - b. Support and Tutor small groups and facilitate learning to support literacy and language development, supported by intentional planning with the classroom teacher. The teacher and tutor are expected to plan and discuss student progress frequently with data and evidence.

- c. Tutor individual students and small groups, with clear objectives for each student based on assessment results. This should be supervised by the teacher.
 - d. Record anecdotal data about your work with students for effective, consistent communication with the classroom teacher
 - e. Support communication with parents to include parent-teacher conferences, emails, phone calls and personal conversations during their work hours. (Literacy Tutors are not required to attend parent-teacher conferences.
 - f. Attend and participate in weekly PLC meetings
2. Support the program goals in other academic areas (Math, Social Studies, Science) While the teacher is in charge of instruction, the tutor supports students via activities and practice during group work or independent practice.
- a. Speak in the language of instruction and find alternative ways to support students' understanding without translating or using the other language (visual vocabulary support, definitions, explanations in language of instruction)
 - b. Model questioning and language that supports complex thought development; ask students questions that help them think about the answers, rather than giving them the answers. Keep teachers informed on which students are struggling or common misunderstandings.
 - c. Help to prepare materials for classes to support learning, small groups, vocabulary development, etc during planning time.
 - d. Tutors can lead small intervention groups based on PLC objectives and assessments in coordination with the teachers.
 - e. Tutors will be a support in the classes with the students while the teachers are doing the instruction. They will need to share the information about how the students are progressing. They will not teach, they will not create and assess homework. This is the responsibility of the teachers but the Literacy Tutor must be aware of student progress, grades, and any feedback to students and parents.
3. Supervise lunch, recess and snack times
- a. Support the culture of the school and monitor students' well-being and safety during the teacher's break times.
 - b. Support positive social interactions and Restorative Justice problem-solving strategies with students
 - c. Model the values of our school culture throughout the day and during interactions with students, teachers and parents.
4. Fulfill the mission and goals of the school
- a. Build positive relationships with adults and children in school
 - b. Be positive about children in communication with students, parents, teachers and staff.
 - c. Value the integrity of both Spanish and English as tools for thinking, reasoning, problem-solving, expression and intellect
 - d. Support community events that are critical to maintaining the school culture, financial model and student enrollment at our school

Expectations:

It is expected that literacy tutors should be continually learning more to fully realize their potential in this job. Literacy tutors are expected to be enthusiastic participants of training at Escuela de Guadalupe including staff development, specialized training and book study groups. All literacy tutors are expected to abide by the school calendar, arrive by 7:45 and work until 4:30, with a break for lunch and planning.

Personal Characteristics

Literacy tutors must support the cultural, spiritual and academic goals of the school by modeling compassion, love and care for the children. Literacy tutors must demonstrate the patience and positive attitude about their work to ensure that every student has an academically rich experience and fully develops their cognitive and language abilities. They should also contribute to an environment of enthusiasm and dedication. Literacy tutors must be trustworthy and responsible. Tutors should also be good communicators and able to solve problems in a positive manner. Above all, literacy tutors must truly believe that every child, without exception, can succeed and they must be willing to work to support students and teachers to make that happen.

Additional Skills:

1. Excellent language skills are critical and a willingness to provide verbal interaction with students both in and out of class. Bilingual reading, writing and speaking skills are preferred.
2. Genuine love and enthusiasm for learning, reading and writing
3. Effective in managing and supervising students
4. Organized, flexible and reliable

Compensation:

- Professional development including staff development, conferences, specialized training, and book study groups.
- Reduced tuition for teacher's children enrolled at Escuela de Guadalupe (\$1,000 annual tuition)
- Competitive pay scale.
- Medical and Dental benefits
- Retirement plan – 403b

For more information or to apply, please contact Ms. Mariella Robledo, Principal, at: mariella_robledo@escuelaguadalupe.org as soon as possible. Interviews will take place until the position is filled. Applications should include a letter of interest, resume and references.