

RESPONSIBILITIES OF THE EARLY LITERACY TEAM MEMBERS

The Early Literacy Team includes:

Early Literacy Coordinator, Sue Humphry ⇔ **Core Team** ⇔ Early Lit Teacher
Classroom Teacher
School Administration
Parents
Students
Resource Room Teacher
Parent Volunteers
Educational Assistants
Everyone has a vital role in ensuring that the program is successful.

There is strength in numbers!

Early Literacy Teacher

- Implementation of the Early Literacy Intervention Program
- Planning and Administration of daily lesson plans within structure of of the Early Literacy program
- Evaluation of student progress in the program {i.e. formal (mid term report checklist and final anecdotal reports) and informal (ongoing observations and feedback to classroom teachers and parents)}
- Development of open and effective communication with classroom teachers and administrators
- Development of a team approach to literacy planning for each individual child
- Participation in centralized team planning and program development (i.e. attending team planning sessions)
- Participation in professional growth in the area of literacy (i.e. current research/theory, literacy based inservices and workshops)
- Being a resource person for consultation on Early Literacy topics (i.e. inservices, teacher materials)
- Becoming a positive addition to their school staff
- Code the ELI students as 350 and ensure a User Code is assigned to students in grades 3 who received ELI in Grade 1 or Grade 2. (see pg. 13 for directions)
- Attend after school sessions that relate to our program (ie. System P.D., meetings etc.)

Early Literacy Coordinator

- Provides program direction and training
- Provides leadership and coordination for the team
- Resource person to Early Literacy teachers
- Administration liaison person
- Facilitates team planning meetings

Parents

- Read with their child daily
- Communicate concerns and successes with the Early Literacy teacher
- Attend parent information sessions
- Meet with Early Literacy teacher for parent/teacher interview nights

Cooperating Teacher

- Recommend students to the Early Literacy Intervention program according to the criteria list
- Meet with Early Literacy teacher to coordinate transference of instruction between Early Literacy Intervention sessions and classroom activities
- Meet with Early Literacy teacher to discuss students' learning and growth.
- Collaborate with Early Literacy teacher on progress reports

School Administration

- Promote Early Literacy program within the school
- Support the Early Literacy Intervention teachers as one of their staff
- Meet with the Early Literacy Teacher to define their role and expectations for the program
- Observe the Early Literacy Teacher and provide a letter of evaluation to the ELI teacher upon request
- Complete and discuss the ELI satisfaction survey with the ELI teacher

Resource Team

- Collaborate to place students in appropriate educational settings
- Discuss plans to provide further support to students
- Sharing of ideas and materials
- Act as a support network for teachers and parents

Communication between Resource Team and Early Literacy teacher is important. The Resource Team may consist of all or some of the following individuals; classroom teachers, Early Literacy Intervention teacher, Resource room teacher(s), principal, vice principal, school educational consultant.

Students

- Read daily
- Participate in activities
- Come to Early Literacy sessions eager and ready to learn
- Bring Early Literacy materials (books) back for the next intervention session
- Follow routines and stay on task