

WESTON PUBLIC SCHOOLS
Weston, Connecticut



Literacy Lab Teacher
Weston High School

Job Goal: To manage and deliver support through the Literacy Lab, a resource for students seeking support and enrichment in reading, writing, and literacy development. The Literacy Lab will serve as both an open-access support center and a formal intervention within the school's Multi-Tiered System of Supports (MTSS).

Performance Responsibilities:

Targeted Literacy Support:

- Provide individual and small-group support to students working on reading comprehension, writing, research, and literacy skills
- Utilize differentiated instructional strategies to support a wide range of learners
- Develop and implement individualized literacy interventions for students referred by the MTSS team
- Collect and analyze student data to measure the impact of literacy interventions and adjust strategies accordingly
- Monitor student progress and provide data-driven feedback to the MTSS team, teachers, and families

Collaboration & Instructional Support:

- Partner with teachers across disciplines to align Literacy Lab support with curriculum goals
- Collaborate with instructional coaches and service providers to ensure comprehensive support for students with diverse literacy needs
- Participate in MTSS meetings to discuss student referrals, progress monitoring, and intervention strategies
- Conduct workshops focused on academic writing, research strategies, executive functioning, and literacy across disciplines
- Contribute to Weston High School's Portrait of the Graduate initiative by fostering critical thinking, communication, and self-directed learning through literacy support

Management of the Literacy Lab

- Oversee the day-to-day operations of the Literacy Lab, ensuring it is a welcoming, structured, and resource-rich environment
- Develop and manage a schedule ensuring students can access literacy support on a routine basis
- Maintain a collection of print and digital literacy resources for student use
- Implement tools and strategies for self-directed literacy improvement to promote

student independence

Qualifications:

- Valid Connecticut certification with endorsement #015 or #102
- Master's degree from an accredited institution
- Experience working with high school students in literacy intervention, writing instruction, or reading support
- Ability to collaborate effectively with faculty, MTSS teams, and student support staff
- Ability to differentiate instruction and support a variety of learners
- Excellent oral and written communication skills

Reports To: Building Principal

Work Year: 187 days

Terms of Employment: as established by the bargaining agreement between the Board of Education and the Weston Teachers' Association