



Talk2Learn 2021-2022
Early Learning
Interventionist
Team Roles and
Responsibilities
Employer- Meadow Lake
Tribal Council



Location: One ELI position in each MLFN kindergarten classroom

*******COVID-19 guidelines will be followed as per each community*******

ELI ROLE: The Early Literacy Interventionist is a paraprofessional who will work in collaboration with parents/caregivers and teachers (Nursery/Kindergarten/Grade 1, with a focus on Kindergarten) to develop children's oral language and learning readiness skills as indicated in EYE results. The ELI's work will extend beyond school hours to allow for collaboration with teachers to meet student needs, time to document student progress and complete other paperwork, and time to study Professional Development materials provided by MLTC. This position includes helping teachers plan and host Parent Engagement events for parents and caregivers. The ELI will work directly with parents through home visits that may be scheduled outside of school hours.

Ongoing training and support will be provided for this position by the MLTC Early Learning Team. The ELI will collaborate with teachers and EAs and report to the school principal. Performance evaluation for the position will be the responsibility of MLTC Education, in consultation with school administrators.

ELI Responsibilities:

- Work directly with children in Kindergarten, Pre-K and Grade 1 classrooms, beginning with a focus on Kindergarten. (Change focus in consultation with MLTC.)
- Collaborate with the classroom teacher about children's needs, based on EYE results. Use this information to guide conversations with children and to plan the focus for Home Visits and Literacy Events.

- Continually engage children in conversations as modeled in MLTC training, while the children participate in learning and play activities planned by the classroom teacher or in free time at recess/lunch.
- Document children's language development with checklists, iPad audio/video recordings, photographs. (An iPad is supplied to each ELI by MLTC for this purpose.)
- Share documentation of student learning with classroom teacher, SST, MLTC Coordinators/Superintendent of Education.
- Attend school staff meetings and small group meetings that may include school administrators, Literacy Catalysts, Student Services Teachers, classroom teachers, and Educational Assistants, to discuss student needs.
- Attend all training provided for ELIs by MLTC and follow-up with assigned classroom and community activities, such as Story Bags and Backpacks, Home Visits, and Literacy Events.
- Make and document Home Visits as described in MLTC training.
- Collaborate with school staff and/or Community Coordinator to plan Literacy Events for parents, caregivers and their children. MLTC will provide suggestions.
- Collaborate with classroom teacher and school principal to schedule 37.5 hours per week of in-school and out-of-school time (reduced by 7.5 hours per day when school is not in session), with flexibility to allow time for home visits and Literacy Events. ELI breaks and lunch times may be flexible to allow interaction with children during recess or lunch time.
- Submit time sheets regularly to the school administrator for signing. Report lates and absences to the school administrator, in advance if possible, and document lates and absences accurately on time sheets that the school administrator will sign. As a courtesy, also let the classroom teacher know about lates or absences in advance or as soon as possible.
- Follow school policies and procedures. Work with the school administrator to resolve interpersonal conflicts or disciplinary issues. (School administrator may involve the MLTC Superintendent as needed.)

Classroom Teacher Responsibilities:

- Plan instruction/learning activities and assessment for all students. (It is NOT the responsibility of the classroom teacher to plan for the ELI.)
- Attend MLTC Professional Development/training events with ELI. (Some training will be for school administrators, teachers and ELIs; others for teachers and ELIS; and more for ELIs only.)

- Collaborate with the ELI to include activities and materials presented in MLTC training in lesson/unit/day plans.
- Support the ELI as she/he works with students individually and in small groups within the classroom.
- Encourage the ELI to maximize time spent in stimulating conversation and learning activities with children.
- Collaborate with the ELI to share and discuss his or her student assessments, which will include checklists, audio/video recordings, photographs.
- Work with ELI to plan and host Literacy Events for Parents/Caregivers.
- Collaborate with the ELI, school administrator, and MLTC Coordinators/Consultants to offer suggestions for scheduling ELI time.
- Share any concerns about the ELI's professionalism or performance first with the ELI and then with the school administrator and MLTC Superintendent of Education. Include the ELI in a collaborative problem-solving approach.

Note: The ELI position is designed to provide additional adult interaction for students, within the classroom setting, and to support parent interaction for language/literacy development. The ELI position is not meant to create an extra burden of responsibility for teachers.

Teachers are to maintain professional responsibility for their students, i.e. continue to plan for all students, not leave ELIs alone in the classroom, etc.

SUPERVISION

School Administrator Role:

(Principals may delegate some of these responsibilities to a vice-principal, with notification to the MLTC Superintendent of Education about who is responsible for ELIs.)

- Assist MLTC with the hiring process for the ELI position in your school.
- Review and approve scheduling plans with ELI on a biweekly basis. Consider ELI and teacher suggestions for flexible scheduling that allows ELI to fulfill responsibilities for maximum interaction with children and caregivers.
- Review ELI time sheets biweekly, to correspond to MLTC pay periods. Check for accuracy of recorded lates and absences. (ELIs report absences/lates to school administrators, in advance when possible.)

- Include ELIs as school staff members, responsible for school policies and procedures and for attending staff meetings as well as small group meetings re: student needs.
- **Do not** include ELIs in your Student Supervision Schedule. (ELI time during recess/lunch is better spent interacting with specific children than supervising to keep all children safe. ELI breaks can be flexibly scheduled to facilitate child/caregiver interaction.)
- **Do not** assign extra-curricular responsibilities to ELIs: their out-of-school time is dedicated to Home Visits, Literacy Events, documentation and collaborative meetings with teachers as well as studying material provided by MLTC. (ELIs may volunteer for extra-curricular programs or events as community members.)
- Set and monitor Early Learning goals as part of the School Success Plan. Review EYE data with teachers and ELI.
- Encourage and facilitate collaboration among staff members who work with Pre-K, Kindergarten, and Gr. 1 teachers, to ensure common goals and smooth transitions.
- Facilitate teacher and ELI attendance at MLTC sponsored Professional Development/training. Attend PD events that include school administrators. (Some PD events are to help build ELI skills for working with children and caregivers; other events focus on School Success Plan teamwork in light of student assessment data.)
- Include discussions of ELI role in goal-setting and debriefing with MLTC Coordinators/Consultants. Share the feedback that you have provided to the ELI. (Coordinators/Consultants may share this information with the MLTC Superintendent of Education.)
- Reinforce ELI and staff understanding of the profound importance of the ELI role in children's learning. Clarify ELI responsibilities, as needed, with the ELI and with other staff members.
- Encourage ELI accountability for effective time use for maximum engagement with children and caregivers. Provide verbal or written feedback to ELI.
- Address any interpersonal conflicts or other issues related to ELI professionalism or performance. Include or consult with the Superintendent of Education as needed.
- Consult with MLTC Superintendent regarding ELI performance support/evaluation documents.

Note: An ELI is not to be assigned any duties that prevent her/him from working directly with children in classrooms during the school day. The ELI is not to be used as a substitute teacher.

MLTC Early Learning Team Roles:

Early Learning Team members who are currently part of the MLTC Early Learning Team responsible for the *Talk2Learn Project* include: Early Learning Coordinator, Early Learning Consultants, Speech/Language Pathologist, and Student Services Coordinator. The Program Innovation Coordinator (PIC) may provide technical support with iPads and LLRC Coordinator may join the team as the project progresses. Other Student Services specialists or contractors may be involved as needed.

- Set goals for ELI as part of pre/post visit work with principals. Include work with ELIs in Monthly Reports for each school.
- Provide in-school feedback and support for ELIs individually, with teachers, or with school-based Early Learning Teams.
- In classrooms, model the kind of verbal interaction that is likely to develop children's readiness for learning and literacy.
- Provide strategies, books, learning activities, and play materials that teachers can include in their planning and ELIs can use as a basis for interactions with children.
- Plan and deliver ongoing Professional Development/training sessions for ELIs and for ELIs with teachers and/or administrators. Help ELIs learn how to interact effectively with children during play and learning activities, and with caregivers during Home Visits and Literacy Events. Help ELIs learn to use their iPads to promote and document children's language development.
- Help school administrators, teachers, and ELI interpret EYE results and set shared goals for improvement.
- Help Early Learning Teams continue to monitor EYE results and celebrate improvement.
- Alert school administrators and Superintendent of Education to any concerns regarding ELI professionalism or performance.

- Engage in ongoing professional learning related to early learning, language and literacy development, including workshops or conferences and MLTC events as well as professional reading.

MLTC Superintendent of Education Role:

- Managing and reporting on the *Talk2Learn Project* as part of reporting.
- Ensure that clear communication regarding the *Talk2Learn Project* is shared with all those who may participate, including MLTC Coordinators, Consultants, School Administrators, Literacy Catalysts, Student Services and classroom teachers, and ELIs.
- Participate in the hiring process for ELIs for each school.
- Assist Coordinators/Consultants with planning and delivering Professional Development/training for the *Talk2Learn Project*, which includes event planning.
- Assist Coordinators/Consultants with their own Professional Learning related to early learning, language and literacy development and leading change initiatives.
- Review feedback provided to ELIs by MLTC Early Learning Team and School Administrators.
- Visit ELIs and observe their work in classrooms and/or with caregivers and provide additional feedback and support or clarify expectations.
- Complete ELI Performance Support documents as scheduled by MLTC Human Resources.
- Recommend continuation of probationary period or termination of ELI contracts, based on Performance Support information.
- Complete FNSSP reports.
- Plan for overall program evaluation, which includes gathering relevant data.
- Summarize progress/challenges and invite collaborative problem-solving as the project proceeds.