



## **LITERACY COUNCIL OF SHEBOYGAN COUNTY**

Family Resource Center, 1500 Douglas Drive, Suite B, Plymouth, WI 53073

Phone: (920) 892-6706 x206

Email: [literacy@frc-sc.org](mailto:literacy@frc-sc.org)

### ***Position Description—Workplace Literacy Instructor***

Part-time English instructor for businesses, active teaching time dependent on clients.

#### **Qualifications:**

- High School Diploma required.
- Read, write, and speak English well.
- Undergo a Wisconsin State Criminal Record Background Check.
- Must possess patience, an acceptance of cultural diversity, and a desire to help adult learners.
- Experience designing and implementing curriculum in teaching English to adults.
- Ability to commit to weekly class or classes.
- Ability to adapt lessons virtually or in-person.
- TESOL certification preferred.
- Bachelor's degree in education, communication, or related field preferred. Experience taken into consideration.

#### **Initial Process to Onboard Company/Client:**

- Conduct an initial meeting with Literacy Council, business company managers and/or supervisors—discuss needs and goals of business and students.
- Follow up with a shadow of employee in need of English lessons. Observe things that may not be immediately apparent such as loudspeaker announcements, signage, forms.

#### **Develop a comprehensive plan:**

- Assessments: Initial TABE Class-E and a job-specific assessment; employer-driven goals and needs; recordings of students speaking. Regular assessments to track progress. Assessments should be carefully considered to not intimidate students.
- Establish the evaluation of the program on competency-based instruction.
- Prioritize first lessons on safety information and on-the-job procedures and equipment.
- Develop an understanding of high priority communication, phrases, and vocabulary for industry.
- Use engaging teaching techniques, including but not limited to:
  - Responses using real objects and real job situations
  - Role-play dialogues between employee and supervisors or colleagues (can even include factory noise in background to simulate real situations).
- Utilize minimal reading and writing at first.
- Collaborate with supervisors for in-class participation, input, and feedback.
- Plan homework—practice the role-plays learned in class; require employee to have at least one spoken contact with supervisor each workday.
- Maintain a file on student progress including dates, student goals (set and met), observed changes in student attitude or performance, etc.