

Reading Corps

K-3 Total Learning Classroom Coach Position Description



Position Title: K-3 Total Learning Classroom (TLC) Coach

Job Type: Independent Contract Position

Organization Summary: Reading Corps envisions that all children will become successful readers by the end of 3rd grade. Reading Corps does this by training and coaching tutors who provide evidence-based reading interventions for at-risk K-3 students, using formative assessment to guide decision-making, and incorporating school-based and external coaching for support.

Position Summary: The K-3 Total Learning Classroom (TLC) Coach is the external coach who provides technical supervision and coaching support to each school participating in the TLC Model. This coaching position supports development and implementation of Multi-Tiered Systems of Support (MTSS), collaborates with the Reading Corps Master Coach to ensure fidelity to the Reading Corps model, and supports implementation of whole school and classroom TLC components. The TLC Coach is embedded into the school to support the school in utilizing a data-based decision-making model to ensure that all students are making progress.

ESSENTIAL DUTIES:

- 1. Training Participation:** The K-3 TLC Coach participates in Reading Corps and TLC training to learn the model. The training includes, but is not limited to, the following:
 - Participation in the Reading Corps Summer Institute training (3 days for new coaches; 1 day for returning)
 - Participation in two day-long Reading Corps training sessions in the Fall
 - Participation in an additional training session to understand the TLC program.
 - Participation in trainings related to implementing components of the Total Learning Classroom, including K-3 pilot trainings.
- 2. Technical Supervision and Coaching Support:** The K-3 TLC Coach provides technical supervision and support to the caseload of assigned school(s) to ensure the Reading Corps model and TLC components are delivered with fidelity and students are making progress. These responsibilities may include the following:
 - **Relationship Building:** Develop and maintain strong, collaborative relationships with school staff, partners, tutors (referred to as Scholar Coaches in the TLC model), and Reading Corps program staff.
 - **Providing ongoing support and training to tutors (i.e., Scholar Coaches):** As needed, and in partnership with the Internal Coach and Reading Corps program staff when relevant, provide Scholar Coaches with additional context-specific training and support.
 - **Providing support and disseminating information needed to school staff, including classroom teachers/capacity building:** Work together with school staff to provide guidance and assistance, as needed, to strengthen core instruction, especially related to literacy instruction in grades kindergarten through grade 3.
 - **Increase the Effectiveness of the Multi-Tiered System of Support:** Work with leadership, school staff, and teachers to strengthen MTSS processes and ensure all kids are benefitting from core instruction K-3.
 - **Benchmark assessment preparations:** Communicate with the Internal Coach, school staff, Master Coach, and Scholar Coaches about preparations for universal fall, winter, and spring benchmarking
 - **Selection and scheduling of Reading Corps tutored children:** Provide consultation support to the school as needed regarding identification and prioritization of students who will receive Reading Corps interventions; review benchmark data and student selection to assure adherence to Reading Corps requirements for eligibility. Provide consultation support to the school as needed regarding scheduling of Reading Corps tutoring sessions; ensuring all students have daily 20-minute sessions and each tutor's caseload is maximized.

- **Review of student data:** Engage in monthly discussions and review of student data/progress in collaboration with Internal Coach and Reading Corps Master Coach. School wide data is also reviewed with key school leaders and used to enhance system-wide effectiveness.
- **Pilot Innovations:** Provide support for implementation of TLC and Reading Corps pilot innovations on an as-needed, as-assigned basis.

3. **Communication:** The K-3 TLC Coach will communicate directly with each school and serve as its main point of contact related to the core instruction and systems components of the TLC. The TLC Coach will also engage in regular (at least monthly) communication with a Reading Corps Master Coach to discuss Scholar Coach implementation of Reading Corps support.

- **Clarification of program model:** Meet with the administration at the school to ensure he or she understands and supports the Reading Corps program model and TLC components. Support the administration and/or Internal Coach, as needed, in communicating with teaching staff about and integrating the Reading Corps program/TLC into the Multi-tiered System of Support at the school.
- **Literacy-related and system-wide data support and technical assistance:** Support the school leader, leadership team, and other key personnel in providing direction to the Reading Corps tutor and teaching teams in implementing the TLC (i.e. intervention implementation, student assessment, data entry, etc.) model; respond to questions and/or concerns, via email, phone or in-person, in a timely manner.
- **Partner with Reading Corps Program Staff and Master Coach:** Partner with the Reading Corps program staff, who are responsible for program management, and Master Coach, who is responsible for Reading Corps intervention fidelity, to address any concerns or issues at the site, including sharing information related to tutor performance concerns; communicate openly and regularly with one another to provide high-quality support to the school.

REQUIRED QUALIFICATIONS:

- Strong commitment to social justice and education equity
- Knowledge of and experience in working within a Multi-Tiered System of Support/Response to Intervention (MTSS) or other data-based decision making model to support students
- Expertise in using spreadsheets to collect and disseminate data
- Knowledge of and experience using scripted reading interventions (Standard Treatment Protocol), including a clear understanding of the efficacy of scripted reading intervention with direct instruction, modeling, and student practice
- Strong consulting skills related to assessment and intervention, including the ability to model; observe and provide corrective feedback; ask questions to solve challenges; exercise sound judgment; communicate effectively with individuals, teams and administrators
- Experience facilitating adult learners through training, coaching, supervision and observation
- Exceptional interpersonal skills for effectively communicating and problem-solving with school administrators, teaching staff, Reading Corps tutors, and Reading Corps program staff
- Exceptional relationship-building and interpersonal communication skills
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Reading Corps model with fidelity
- Knowledge of and experience in working within school settings, including how schools provide resources and roles typically filled by school staff
- Extensive knowledge of and experience using a variety of reading assessments, including curriculum-based measurement
- Expertise in evidence based literacy instruction and interventions for K-5th grade
- Extensive knowledge of and experience implementing and/or consulting on the use of positive behavior supports, including antecedent-based proactive positive reinforcement strategies
- Knowledge and experience working with diverse individuals, both students and educators

- Knowledge of and experience in working within school settings, including how schools provide resources and roles typically filled by school staff

QUALIFICATIONS (desired):

- Experience working in urban schools
- Knowledge of experimental research principles, including causation
- Knowledge of the impact of childhood trauma experiences on learning and behavior
- Experience teaching general or special education, or holding a coaching position such as literacy or data coach in a school setting
- Preferred degree: Master's or Doctorate degree in School Psychology, Educational Psychology, Literacy Education, Special Education, Speech & Language, Elementary Education, Educational Administration

Additional Information: This is a one-year contracted position, eligible for renewal. The position will require a commitment of approximately 2 - 3 days a week per school site from August 2018 – July 2019 (with majority of contract hours to take place during the academic year). Contract hours vary depending on the number of tutors placed at the site. Location: This position is available in St. Paul, Minneapolis, and St. Cloud in the 2018-19 school year.

To Apply: Submit your resume and cover letter to Justin Motherway at Justin.motherway@servetogrow.org. Please contact Sandy Pulles at spulles@minnesotareadingcorps.org with questions about this position.

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