

POSITION DESCRIPTION



Position Title Elementary Literacy Tutor

Reports to Program Staff and Internal Coach

Position Summary

An Elementary Literacy Tutor is placed at an elementary school to provide supplemental practice through tutoring children in kindergarten through third grades to develop the children's early literacy skills. The elementary literacy tutor will use scripted evidence-based literacy interventions as guided by his or her coach and will conduct weekly 1-minute assessments to ensure the student is on track to read at grade level. This role is an AmeriCorps service member position.

Essential Functions

Early Literacy Instruction and Assessment

- Conduct one-on-one tutoring sessions with students using scripted literacy materials provided by Minnesota Reading Corps.
- Assist children to improve their reading skills and abilities to reach grade level expectations.
- Provide opportunities for family literacy involvement for Minnesota Reading Corps students including implementing the Minnesota Reading Corps family engagement "Read at Home" literacy intervention.
- Develop and maintain a weekly tutoring schedule for students to allow for approximately 15 – 20 children (full-time members) or 8-10 children (part-time members) to receive daily 20-minute reading tutoring sessions.
- Identify students who qualify for Minnesota Reading Corps tutoring services based on a Minnesota Reading Corps designed assessment and direction from the Internal Coach and Master Coach.
- Act on feedback and coaching from Internal Coach, Master Coach and Program Staff.
- Assess, with a high level of accuracy, students' continual progress through progress monitoring and benchmarking.
- Document students' weekly progress scores and interventions using an online database system.
- Regularly review student data with Internal Coach and Master Coach to gauge the effectiveness of the literacy intervention being used and determine if a change in strategy is necessary.

Communication

- Communicate with students in an age and developmentally appropriate way.
- Professionally communicate with the Master Coach, Internal Coach, Principals, Executive Directors and school staff regarding student schedules, Minnesota Reading Corps interventions and student progress.
- Act on constructive feedback provided by Internal and Master Coach and Program Staff.
- Build professional relationships with school staff, Internal and Master Coach and Program Staff to maintain good communication and ensure the integrity of the program.
- Fulfill program requirements and daily read and respond to email communications from Minnesota Reading Corps staff, coaches and school personnel.
- Ensure confidentiality of all student records, and test scores.
- Submit 5 Great Stories in the OnCorps system during the program year.

Attendance

- Conform to regular, timely attendance requirements at the assigned service site during school hours, Monday through Friday.
- Attend before and after school activities, as possible at the service site and/or district. Such attendance is strongly encouraged.
- Serve for a full school year, generally August through June.
- Attend all required Reading Corps sponsored training sessions, meetings and coaching sessions, including Professional Learning Groups (PLGs) and Member Meet Ups; travel as necessary.
- Full-time members: Complete a minimum of 40 hours per week within an 11-month time period (1,720 total hours)
- Part-time members: Complete a minimum of 20 hours per week within an 11-month time period (920 total hours)

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Secondary Functions

- Perform assignments and/or duties as assigned by Internal Coach, Master Coach or Program Staff excluding activities that would displace school staff (such as lunch or bus duty), and which may include: attending school-sponsored trainings, meetings or other activities (i.e. family night, book fairs, etc.)
- Participate in school or district after school programming with a priority on tutoring.
- Participate in civic engagement activities and community service projects.
- Participate in Minnesota Reading Corps outreach activities.
- Create and implement an individual professional development plan that includes goal setting.

Qualifications

- Must be 18 years of age or older by your start date.
- Must have at least a high school diploma or a GED by your start date.
- Must be either a citizen, national, or lawful permanent resident alien of the United States.
- Must pass mandatory Reading Corps and Math Corps background checks.
- Must not have served 4 or more terms of service previously with AmeriCorps.
- Speak, read, and write English fluently.
- Interest in education, specifically helping young children develop early language and literacy skills.
- Dedication to community service.
- Basic computer skills, including the ability to navigate online systems and email.
- Attention to detail.
- Organized, responsible, flexible, motivated and professional.
- Ability to accept and incorporate constructive feedback from coaches and program staff.
- Excellent time management and decision-making skills.
- Ability to work with diverse personalities.
- Ability to adapt to a sometimes challenging, high-pressure environment.
- Strong personal standards of excellence, ethics and integrity.

Physical and Sensory Factors: Indicate the frequency this position requires the following in a typical school day.

Physical	Rarely (<1/2 hr)	Occasionally (1/2 – 2 ½ hrs)	Frequently (2 ½ - 5 ½ hrs)	Continually (5 ½ - 8 hrs)	Comments
Sitting Ability to be mobile Keyboard typing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Move every 20 minutes
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Stationary standing Crouching (bend at knees)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kneeling/crawling Stooping (bend at waist) Twisting (knees/waist/neck) Turn/pivot Climbing Reaching overhead (extension) Grasping/pinching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sensory	Rarely (<1/2 hr)	Occasionally (1/2 – 2 ½ hrs)	Frequently (2 ½ - 5 ½ hrs)	Continually (5 ½ - 8 hrs)	Comments
Talking in person Hearing in person Vision or close work (focus) Distance/depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Talking on telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Hearing on telephone Distinguishing color					
Noise	<input type="checkbox"/> Quiet	<input checked="" type="checkbox"/> Moderate	<input type="checkbox"/> Loud	<input type="checkbox"/> Very Loud	Can vary by site

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