



## AmeriCorps

**Position Title:** Elementary Literacy Tutor - Teacher in Training Program

**Reports to:** Manager, Internal Coach, and UMN Supervisor

### Position Summary

The Elementary Literacy Tutor - Teacher in Training is an AmeriCorps member serving with Minnesota Reading Corps while simultaneously pursuing their Master's Degree in Education through the University of Minnesota (UMN). The Teacher in Training is placed at an elementary school to provide supplemental practice to children in Kindergarten through third grade to develop their reading skills. The Teacher in Training will use scripted, evidence-based literacy interventions as guided by their coaches and will conduct assessments to ensure each student is on track to read at grade level. The Teacher in Training will also complete 36 hours annually of coursework as well as complete all practicum/student teaching requirements provided by UMN. This is an AmeriCorps service member position with the AmeriCorps program, Minnesota Reading Corps.

### Essential Functions:

#### Early Literacy Intervention and Assessment Year 1 & 2:

- Conduct one-on-one or paired tutoring sessions with students using scripted, evidence-based literacy interventions provided by Reading Corps; achieve a high degree of fidelity to the scripted interventions.
- Assist children in improving their reading skills and abilities to reach grade level expectations.
- Develop and maintain a weekly tutoring schedule which maximizes the number of students served and allows each child to receive daily 20-minute reading tutoring sessions using prescribed literacy interventions.
- Assess, with a high level of accuracy, students' continual progress using tri-annual benchmark assessments and ongoing progress monitoring assessments.
- Identify students who qualify for Reading Corps tutoring services based on a Reading Corps designed assessment with direction from the Internal Coach and Reading Corps Coach.
- Provide complete, accurate, and timely documentation of students' weekly progress scores and interventions using an online database; maintain confidentiality of all student data.
- Regularly review student data with Internal Coach and Reading Corps Coach to gauge the effectiveness of the literacy intervention being used and determine if a change in strategy is necessary.
- Participate in regular coaching sessions (includes observation of tutor) to review student progress, plan, problem-solve, and set goals; act on constructive feedback from coaching sessions.

- Provide opportunities for family literacy involvement for Reading Corps students, including implementing the Reading Corps family engagement literacy intervention – “Read at Home!” (RAH!).

### UMN Teacher in Training Program Year 1 Practicum: Year 1

- Complete 36 hours of course work required by UMN.
- Engage in the teaching of one short lesson 20-40 minute mini-lesson or small group work.
- Complete weekly “Reflective Running Record” commentary of practicum experiences and utilize feedback provided by the supervisor.
- Fulfill all 100 hours of observations in a timely manner.
- Record all observation hours in the Practicum Log Tracking Form.

### UMN Teacher in Training Program Year 2 Student Teaching:

*\*Program Year 2 is contingent upon successful completion of your first year in the program.*

- Complete 32 hours of course work required by UMN.
- Complete 32 weeks of half day student teaching in host classroom at the site which includes:
  - 5-6 weeks of co-planning, student data review and experiencing daily routine as a teacher.
  - 2 weeks of experience as a teacher of record in the host classroom.
  - 3 weeks of observation in non-host classrooms.
- Complete all reflection/blog writing requirements as directed by UMN.

### Communication

- Communicate and interact with students in an age and developmentally appropriate way.
- Communicate regularly and effectively with Internal Coach, Reading Corps Coach, Reading Corps staff, and site personnel.
- Practice effective communication with all UMN advisors, professors and supervisors.

### Attendance

- Demonstrate regular, timely attendance and adherence to hours as scheduled at assigned Minnesota Reading Corps service site.
- Commit to service for the full two term service commitment, serving the total commitment of hours within each of the terms and completing all UMN requirements within those two service terms.
- Attend all required Reading Corps sponsored training sessions, meetings, and coaching sessions, and required UMN courses, meetings, supervisor sessions. Travel as necessary.

### Secondary Functions

- Represent Reading Corps at site-sponsored activities (e.g., family night) and provide education about Reading Corps and general literacy awareness. Recruit community volunteers to participate in site-based events or literacy-focused programming.
- Actively participate in service projects and commemorating days such as Martin Luther King, Jr. Day (as applicable). These may include evening and/or weekend hours.
- Be an ambassador of the program by submitting Great Stories and participating in outreach activities.

### Minimum Qualifications

- Must be 18 years of age or older by your start date.

- Must have served one full (but no more than 2) service terms with Minnesota Reading Corps or Minnesota Math Corps or equivalent experience in a school setting (paraprofessional, education assistant, teaching assistance, substitute teacher, after school employee, etc.)
- Must have at least a high school diploma or its recognized equivalent by your start date.
- Must be either a citizen, national, or lawful permanent resident alien of the United States.
- Must pass mandatory Reading Corps background checks.
- Must be enrolled at UMN in the Grow Your Own Teacher Residency Program.
  - Must have a Bachelor's degree to enroll in the Grow Your Own Teacher Residency Program.
- Must not have served three or more prior terms of service with AmeriCorps State or National.
- Speak, read, and write English fluently.

Reading Corps will not discriminate for or against any AmeriCorps service member or applicant on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, age, or any other category protected by law.

Reasonable accommodations provided upon request. This document is available in alternative formats.