

Position Description

Position Title: Emerging Educator (K3)
Reports To: Program Manager and Internal Coach
Last Revised: 04-13-2021

POSITION SUMMARY

The Emerging Educator (K-3) position is part of a small cohort of members who are Reading Corps tutors that are also exploring careers in the field of education as part of their AmeriCorps service. Emerging Educators is an initiative of Reading Corps, created in response to a critical need to build a more diverse education workforce in Minnesota and utilizing AmeriCorps service as a career pathway.

The position will provide supplemental reading practice to children to develop their reading skills and confidence. The tutor will conduct one-on-one or paired tutoring sessions with Kindergarten – 3rd grade students using scripted literacy interventions, and conduct assessments regularly to ensure each student is on track to read at grade level. The position will engage in development opportunities to explore careers in education, and be prepared for a future career as an educator.

This is an AmeriCorps service member position with the AmeriCorps program, Minnesota Reading Corps.

ESSENTIAL FUNCTIONS

1. Tutoring in K-3 Reading

- Conduct one-on-one or paired tutoring sessions with Kindergarten – 3rd grade students using scripted, evidence-based literacy strategies provided by Reading Corps; achieve a high degree of fidelity to the scripted interventions.
- Assist children in improving their reading skills and confidence 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 Reading Corps assessment data and direction from coaches.
- 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 coaches to gauge the effectiveness of the literacy interventions 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 partnership for Reading Corps students, including implementing the Reading Corps family engagement literacy skills practice – “Read at Home!” (RAH!).
- Establish positive relationships with students, where students see themselves in their tutor and feel empowered and supported in developing their reading skills.

2. Communication

- Communicate and interact with students in an age and developmentally appropriate way.
- Communicate regularly and effectively with coaches, Reading Corps staff, and site personnel.

3. Teacher Pathway Development and Exploration

- Participate in education career exploration workshops/events to explore careers in education.
- Participate in training, workshops, events focused on developing future teachers and educators.
- Meet monthly with the Emerging Educators cohort of members for continuous support, networking, and planning alongside your peers.
- With the support of a Program Navigator, create an individual development plan to articulate goals and meet regularly with the Program Navigator to plan and make incremental progress in achieving goals.
- With the support of a Program Navigator, complete college admission applications, FASFA financial aid forms, or other requirements for higher education if necessary as part of the member's individual development plan.
- With the support of a Program Navigator, develop a plan for transitioning into a career in education.

4. Attendance

- Demonstrate regular, timely attendance and adherence to hours as scheduled.
- Commit to service for the full service term, serving the total commitment of hours within the term.
- Participate in all required Reading Corps sponsored training sessions, meetings, and coaching sessions, travel as necessary.

5. Emergency Response

- Assist with statewide preparedness for, response to, and recovery from disasters which includes supporting schools and communities in disaster relief activities related to COVID-19 closures and social distancing procedures, as needed.

MARGINAL FUNCTIONS

- Represent Reading Corps at site-sponsored activities (e.g., family night) and provide education about Reading Corps and general literacy and math awareness.
- Recruit community volunteers to participate in site-based events or literacy and math focused programming.
- Attend service projects, as applicable, commemorating September 11, 2001 and Martin Luther King, Jr. Day. These may include evening and/or weekend hours.

MINIMUM QUALIFICATIONS

- Strong desire to become an educator.
- Have knowledge of and/or lived experience within the community where the school is located.
- Demonstrated cultural competency that aligns with the school community.
- Ability to connect with elementary-aged students using an asset-based approach.

- 18 years of age or older by your start date.
- High school diploma or its recognized equivalent by your start date.
- Citizen, national, or lawful permanent resident alien of the United States.
- Successfully clear National Service Criminal History checks.
- Must not have served four or more prior terms of service with AmeriCorps State or National.
- Speak, read, and write English fluently.

Reading & Math, Inc. 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.