

POSITION TITLE Preschool Tutor - Bilingual
REPORTS TO Program Manager and Internal Coach

POSITION SUMMARY

The bilingual Preschool Tutor is embedded in an English/ Spanish dual immersion classroom of children ages 3 – 5 and serves alongside a teacher to develop children’s early literacy and math skills in preparation for Kindergarten. Tutors are trained in research-based early literacy and math strategies and collaborate with the classroom teaching staff to enhance daily literacy and math opportunities and conduct literacy and math assessments to increase the number of children on target with early reading and math predictors. Tutors are placed in one of two types of classrooms. In the first classroom type, the goal is to fortify the native language in order to ease the transition to English by third grade. The second classroom option is an immersion classroom in which the goal is to develop bi-literate learners. This is an AmeriCorps service member position with the AmeriCorps program, Reading Corps.

ESSENTIAL FUNCTIONS - *This list is meant to be comprehensive of the duties of the Preschool Tutor. Due to the configuration of the classroom (e.g., multiple AmeriCorps members present) some duties may be divided or shared.*

Early Instruction and Assessment

- Engage in meaningful and fun literacy and math instruction in English and Spanish during all parts of the day to improve early literacy and math skills, specifically focusing on skills that give children the opportunity to talk, read, write, and play.
- Implement elements of the Literacy and Math Rich Schedule, including greeting children at arrival, helping children write their name at sign-in, having “Strive for 5” mealtime conversations, conducting a Repeated Read Aloud in small group settings, journaling, enhancing literacy and math during choice time, leading one-on-one and/or small group targeted interventions daily for at-risk children, and leading literacy and math-rich transitions.
- Integrate the following concepts into daily interventions with children in their classroom: 1) subitizing, 2) object counting, 3) number after knowledge, 4) comparisons (counting), 5) comparisons (mental), and 6) the concept of the number-after equals one more.
- Provide targeted early literacy and numeracy support to a minimum of 7 children daily in a one-on-one and/or small group setting using scripted early literacy or early math interventions; achieve a high degree of fidelity to the scripted interventions.
- Assess, with high level of accuracy in both English and Spanish, child outcomes and progress using tri-annual benchmark assessments and ongoing progress monitoring assessments.
- Identify students who qualify for targeted one-on-one and/or small group Reading Corps tutoring services based on assessment data with direction from the teacher and coaches.
- Provide complete, accurate, and timely documentation of students’ weekly progress scores and interventions using an online database; maintain confidentiality of all student data.
- 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 and math involvement for Reading Corps children, including implementing the Reading Corps family engagement literacy and math intervention – “Talk, Read and Write with Me!”

Communication

- Communicate and interact with students in both English and Spanish in an age and developmentally appropriate way.
- Communicate regularly and effectively with coaches, Reading Corps staff, classroom teacher(s), and site personnel.

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.
- Attend all required Reading Corps sponsored training sessions, meetings, and coaching sessions; travel as necessary.

Emergency Response

- Assisting 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.

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 and math focused programming.
- Actively participate in service projects and commemorating September 11, 2001 and Martin Luther King, Jr. Day. 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 at least a high school diploma or its recognized equivalent by your start date.
- Must be a citizen, either national, or lawful permanent resident alien of the United States.
- Must pass mandatory Reading Corps background checks.
- Must not have served 4 or more prior terms of service with AmeriCorps State or National.
- Speak, read, and write fluently in both English and Spanish.
- Basic computer skills, including the ability to navigate online systems and email.

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.