
MINNESOTA READING CORPS - POSITION DESCRIPTION

POSITION TITLE Preschool Tutor – Family Child Care

REPORTS TO: Program Pilots Manager and Lead Instructional Coach

POSITION SUMMARY This position is part of an innovative project to provide early literacy support to children in Family Child Care settings. This position travels to Family Child Care sites to provide a 1.5 hour Reading Corps “mini-preschool” session to build children’s early math language and literacy skills in preparation for Kindergarten. The tutor will visit two providers per day, primarily during morning hours, with some additional afternoon and evening professional development commitments. The primary beneficiary of this position is the child. This is an AmeriCorps service member position with the AmeriCorps program, Minnesota Reading Corps.

ESSENTIAL FUNCTIONS

Early Literacy Instruction and Assessment

- Engage in meaningful and fun literacy and math activities throughout the tutoring sessions, focusing on skills that give children the opportunity to talk, read, count, write, and play; deliver adapted strategies for infants and toddlers.
- 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 support to children daily in a one-on-one and/or small group setting using scripted early literacy interventions; achieve a high degree of fidelity to the scripted interventions. Provide additional emergent literacy activities for infants and toddlers.
- Assess, with high level of accuracy, 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 and direction from an Instructional Coach (Coach).
- 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 on-site coaching sessions (includes observation of tutor) two times per month to review student progress, plan, problem-solve and set goals; act on constructive feedback from coaching sessions.
- Prepare materials and lessons for effective delivery of daily essential elements of the Family Child Care Model.

Early Literacy Resource to Family Child Care Provider

Serve as an early literacy and math resource to the Family Child Care Provider to support high-quality programming for children in their care. This includes, but is not limited to:

- Ongoing collaboration with each assigned Provider including developing a relationship of respect and trust, particularly understanding the unique role and challenges faced by Family Child Care Providers.
- Supporting the creation and implementation of a Literacy and Math Rich Schedule to provide daily structure that incorporates evidence-based rituals and routines for each Provider.
- Supporting the Provider’s implementation of the Minnesota Reading Corps Family Child Care Model.
- Modeling delivery of targeted interventions and evidence-based strategies.

Family Engagement

- Collaborate with Coach and each Family Child Care Provider to plan, prepare, and facilitate family nights.
- Implement family engagement strategies during the year as children transition and prepare for Kindergarten, including implementing Minnesota Reading Corps family intervention “Talk, Read and Write with Me!”.
- Develop a Kindergarten Student Portfolio for each student.

Communication

- Communicate and interact with students in an age and developmentally appropriate way.
- Act on constructive feedback provided by Coaches and Program Staff.
- Build professional relationships and communicate regularly with Family Child Care Provider, Coach, and Program Staff regarding schedules, literacy strategies, student progress, etc.
- Take initiative to communicate effectively with the Minnesota Reading Corps staff and site personnel.

Attendance

- Regular and on-time attendance at assigned sites during scheduled hours, Monday-Friday.
- Commitment to the entire term(s) of service, including making regular and adequate progress toward the minimum total service hours required by the Member Service Agreement.
- Attend all required Minnesota Reading Corps sponsored training sessions, meetings, and coaching sessions (approximately two afternoons per month), and Member Meet Ups (when applicable); travel as necessary. Training includes a minimum of one evening per month (6pm-9pm).

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.

SECONDARY FUNCTIONS

- Represent Minnesota Reading Corps at site-sponsored activities, meetings and other activities (e.g., family night) and provide education about Minnesota Reading Corps and general literacy awareness.
- Actively participate in service projects and commemorating days such as Martin Luther King, Jr. Day (as applicable).
- Be an ambassador of our program by submitting Great Stories and participating in outreach activities.

MINIMUM QUALIFICATIONS

- Must have reliable transportation to travel to multiple Family Child Care locations daily.
- Must be 18 years of age or older by your start date.
- Must have at least a high school diploma or recognized equivalent by your start date.
- Must be either a citizen, national, or lawful permanent resident of the United States.
- Must pass mandatory pre-service background check and a Motor Vehicle Report.
- Speak, read and write English fluently.
- Interest in changing education disparities; 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.
- Energetic, results-oriented, student-focused style.
- Strong ability to plan, time-management, and stay organized.
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Minnesota Reading Corps tutoring model with fidelity.
- Consistent follow-through and quick response to tasks and assignments received via email.
- Ability to accept and incorporate constructive feedback from Coaches and Program Staff.
- Previous experience working with diverse racial communities.
- Ability to manage situations in challenging and high-pressure environment.
- Strong personal standards of excellence, ethics, and integrity.
- Flexible and adaptable to change, open to ideas and willing to try new things, and comfortable working with a project in development
- *Preferred: Previous experience working in K-3 or Pre-K Minnesota Reading Corps.*
- *Preferred: College degree or equivalent work experience.*
- *Preferred: Experience working in family or center-based child care settings.*

Minnesota 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.