



TOTAL LEARNING CLASSROOM - POSITION DESCRIPTION

POSITION TITLE Scholar Coach
REPORTS TO Program Manager and Internal Coach

POSITION SUMMARY

The Scholar Coach position is embedded in a K-3 classroom and provides Reading Corps supplemental literacy intervention and implements evidence-based core instruction support activities to achieve early literacy outcomes for students who attend high-poverty schools. This position is embedded in a “home” classroom and collaborates directly with the assigned classroom teacher to integrate Reading Corps literacy interventions throughout the school day and after school. Additionally, Scholar Coaches support core instruction with evidence-based strategies designed to enhance student academic engagement. Occasionally, Scholar Coaches support classrooms other than their “home” classroom to maximize the number of students served. Scholar Coaches are trained in evidence-based intervention strategies, developmentally appropriate assessments to monitor student progress, and trauma sensitive and other approaches to developing positive adult-student relationships. Scholar Coaches also implement family engagement activities with their assigned class and build school-wide family and volunteer engagement capacity. The Scholar Coach plays a critical role at the school and community level in closing the achievement gap that disproportionately affects students of color in Minnesota. This is an AmeriCorps service member position with the AmeriCorps program, Minnesota Reading Corps.

ESSENTIAL FUNCTIONS

Evidence-based Instruction and Assessment

- Provide targeted, early literacy support to children daily in a one-on-one and/or small group setting using scripted, evidence-based literacy interventions; achieve a high degree of fidelity to the scripted interventions.
- Identify students who qualify for intervention services with direction from the Internal Coach/Systems Coach.
- Assess, with a high level of accuracy, students’ continual progress using tri-annual benchmark assessments and ongoing progress monitoring assessments.
- 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 Systems Coach to gauge the effectiveness of the literacy intervention being used and determine if a change in strategy is necessary.
- Work with classroom teacher to implement family literacy involvement activities (e.g., “Read At Home! (RAH)” program or Talk, Read, Write with me (TRW) program) with students in the classroom.
- Meet with the primary classroom teacher on a regular basis to share student progress data.
- Collaborate with classroom teacher to ensure students are benefiting from core classroom instruction (e.g., reading and math) when targeted literacy interventions are not possible.
- When feasible and based on student need, support the implementation of class-wide interventions designed to facilitate literacy skills practice for the whole class.
- Set and monitor goals with students to build positive student relationships and improve academic achievement.
- Participate in on-site coaching sessions (includes observation of tutor) to review student progress, plan, problem-solve and set goals; act on constructive feedback from coaching sessions.
- Act on feedback and coaching from Internal Coach, Systems Coach, and Program Manager.

Communication

- Develop a relationship of respect and trust with the classroom teacher, particularly through understanding the unique role of and challenges faced by a licensed classroom teacher.
- Communicate and interact with students in an age and developmentally appropriate way.
- Build professional relationships and communicate regularly with school administration, classroom teacher, Internal Coach, Systems Coach, and other school community partners regarding schedules, literacy strategies, student progress, etc.
- Communicate effectively and consistently with Reading and Math, Inc. program staff.
- Fulfill program requirements and read and respond daily to email communications from program staff, coaches and school or community partner personnel.

Attendance

- Regular, timely attendance during scheduled school hours, Monday-Friday, mirroring the classroom teacher schedule, plus after school programming when applicable. A total of 40 hours per week is expected.
- Commit to service for a full academic year and serve the total amount of hours for AmeriCorps term of service.
- Attend all required training sessions, member meet-ups, meetings and coaching sessions; travel as necessary.

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

- Recruit and/or support parent, family, and/or community volunteers to promote at-home literacy activities and to build school family and community engagement capacity.
- Participate in family engagement nights, school assemblies, and other school and community events.
- Participate in civic engagement activities and community service projects.
- Create and implement an individual professional development plan that includes goal setting.
- Be an ambassador of the program by submitting Great Stories and participating in outreach activities.

Minimum Qualifications

- Must have reliable transportation to travel to the school site.
- Must be 18 years of age or older by service 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 alien of the United States.
- Must pass mandatory pre-service background check.
- Must not have served 4 total prior terms of service with AmeriCorps State or National.
- Speak, read, and write English fluently.

Desired Skills and Experience

- Interest in and/or experience working with children in early literacy or similar educational settings, especially urban settings.
- Basic computer skills, including the ability to navigate multiple online systems and email.
- Energetic, results-oriented, student-focused style.
- Strong planning and time-management skills and ability to follow-through on commitments.
- Strong capacity to be flexible and adaptable to varied circumstances, especially in vibrant school environments.
- Ability to accept and incorporate constructive feedback.
- Demonstrated intercultural competency skills.
- Strong personal standards of excellence, ethics, and integrity.
- Belief in the potential of all students to succeed and a commitment to addressing education outcome disparities.
- 2+ years of post-secondary education or equivalent work and/or community-based volunteer experience.

The Total Learning Classroom program strives to be a driver of teacher diversity in our education system by creating and supporting an accessible pathway to an education career. People of color and of other identities underrepresented in the teaching profession are encouraged to apply.

Reading Corps will not discriminate for or against any AmeriCorps service member or applicant based 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.