



POSITION DESCRIPTION

POSITION TITLE	PreK Reading Corps Interventionist
REPORTS TO	Program Coordinator and Internal Coach
TOTAL SERVICE HOURS	1,200 hours

POSITION SUMMARY

The PreK Reading Corps Interventionist is embedded into a classroom of children ages 3 – 5 and serves alongside a teacher to develop children’s early literacy skills in preparation for Kindergarten. Interventionists are trained in research-based early literacy strategies and collaborate with the classroom teaching staff to enhance daily literacy opportunities and conduct literacy assessments to increase the number of children on target with early reading predictors. This is an AmeriCorps service member position.

ESSENTIAL FUNCTIONS

Early Literacy Instruction and Assessment

- Provide intentional, meaningful, and fun literacy instruction during all parts of the day to improve the early literacy skills of children ages 3 – 5, specifically focusing on early literacy skills that give children the opportunity to talk, read, write, and play every day.
- Enhance the classroom literacy environment, as described in the Early Literacy and Language Classroom Observation (ELLCO), to support the classroom in achieving a “Basic” or better score on the ELLCO by spring.
- 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, writing a daily message, conducting a Repeated Read Aloud in small group settings, journaling, enhancing literacy during choice time, leading one-on-one and/or small group targeted interventions daily for at-risk children, and leading literacy-rich transitions.
- Provide targeted early literacy support to a minimum of 5-7 children 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.
- Assess, with a 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 with direction from the Internal Coach and Master Coach.
- Provide complete, accurate, and timely documentation of students’ data, including weekly progress scores and interventions using an online database; and maintain confidentiality of all student data
- Participate in on-site coaching sessions (includes observation of the interventionist) two times per month 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 children, including implementing the Reading Corps family literacy intervention - Talk, Read, and Write with Me!

Communication

- Communicate and interact with students in a manner both age and developmentally appropriate.
- Build professional relationships and communicate regularly with classroom teachers, Internal Coach, and the Master Coach regarding schedules, literacy strategies, student progress, etc.
- Communicate effectively with MEC staff and school personnel.

Attendance

- Regular, timely attendance during school hours Monday-Friday, along with before/after school hours as scheduled.
- Commitment to service for the full service term, serving the total commitment of 1,200 hours within the term.

- Attend all required Reading Corps sponsored training sessions, meetings, and coaching sessions including Professional Learning Groups (PLGs) and Member Meet Ups (when applicable); travel as necessary.

SECONDARY FUNCTIONS

- Support the preschool classroom as assigned by Internal Coach, Master Coach, or Program Coordinator, excluding activities that would displace a staff member or volunteer.
- Attend site-sponsored activities (e.g., family night) and participate in site-sponsored meetings or other activities.
- Attend service projects, as applicable, commemorating September 11, 2001 and Martin Luther King, Jr. Day. These may include evening and/or weekend hours.
- Submit ten (10) Great Stories engage in volunteer mobilization, participate in Michigan Education Corps annual events.

MINIMUM QUALIFICATIONS

- Must be 18 years of age or older by your start date.
- Must have at least a high school diploma or recognized equivalent (GED) 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 checks.
- Must not have served 4 or more prior terms of service with AmeriCorps State or National.
- Speak, read, and write English fluently.
- Interest in education, specifically 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 planning and time-management skills.
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Reading Corps tutoring model with fidelity.
- Consistent follow-through.
- Ability to accept and incorporate constructive feedback from coaches and program staff.
- Ability to work with diverse populations.
- Ability to adapt to a sometimes challenging and high-pressure environment.
- Strong personal standards of excellence, ethics, and integrity.
- *Preferred: College degree or equivalent work experience.*

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.