

Meeting the Clinical Apprenticeship Requirements with Michigan Education Corps (MEC) Interventionist AmeriCorps Service Experience

Purpose: A Clinical Apprenticeship for Education Students

This document summarizes how current students in teacher preparation programs can serve as an Interventionist with Michigan Education Corps (MEC) programs and obtain the hours and experiences for the Clinical Apprenticeship. The Revised Teacher Certification Code includes an increased emphasis on cohesive clinical experiences with children during initial preparation (R390.1123) and during the preparation of additional endorsements (R390.1129). MEC's programs are hands-on, research-based, highly supported clinical preparation in PreK-8 schools that meet the Clinical Apprenticeship requirements for students pursuing a teaching career during their enrollment in a teacher preparation program.

Teacher Preparation Clinical Apprenticeship Requirements

A clinically based teacher preparation experience supports understandings and practices related to literacy development, assessment, and instruction that are key to effective implementation of the Essential Instructional Practices in Early Literacy¹ for the appropriate grade band. The following must be included as part of the teacher preparation clinical experience:

- **Cohesive connection to teacher preparation coursework to PK-12 students and schools** that provides candidates with a deliberate series of mediated, structured clinical experiences (Darling- Hammond, 2018; Zeichner, 2010; Grossman, 2010).
- **Opportunities to engage all PK-12 students** with a commitment to their learning and to increase participation and responsibility in the classroom under the supervision of an experienced mentor (Grossman, 2010).
- **Connect theory to practice** from an immersion into the materials of practice of teaching, which can include authentic student work samples, assessment results, or data sets (Grossman, 2010; Darling- Hammond, 2018).

¹ MEC K-3 Reading Corps support of the GELN Essential Early Literacy Practices: Grades K-3 and the Essential School-Wide and Center-Wide Practices in Literacy

- **Opportunities to work with, reflect on, and support the needs of a diverse student population**, representing the cultural, linguistic, and socioeconomic diversity of Michigan's population with a commitment lens and tools for equitable teaching and learning.

Michigan Education Corps: Evidence-Based Content and Instruction

Hope Network's Michigan Education Corps programs replicate the successful [Minnesota PreK Reading Corps](#), [K-3 Reading Corps](#), and [Minnesota Math Corps](#) programs. Within an MTSS Framework² MEC K-3 Reading Corps and MEC Math Corps are tier 2 intervention programs whereas PreK Reading Corps provides whole group (tier 1) and small group (tier 2) intervention. MEC programs are distinct due to reliable and valid data-based decision-making, evaluation of implementation fidelity, and on-going coaching. MEC interventionists reinforce skills introduced in core instruction by providing extended practice on specific reading and math skills through the use of scripted interventions delivered in a standardized format to increase accuracy and build automaticity. The goal is to increase reading and math proficiency to grade level. All programs have been the subject of rigorous, experimental studies conducted by NORC at the University of Chicago and Reading and Math Corps, Inc.³

MEC programs use empirically-based practices and content for reading and math interventions and meet criteria and definitions for being evidence based:

- ✓ **Established effectiveness and efficacy:** As defined by ESSA and IES.
- ✓ **Alignment of need to instruction:** Skill-by-Treatment Interaction paradigm
- ✓ **Dosage:** Dosage established by experimental research at effect size level of medium or higher.
- ✓ **Fidelity:** Documented adherence to intervention and progress monitoring protocol.
- ✓ **Progress Monitoring:** Occurs weekly.
- ✓ **Regular data review:** Occurs monthly.

² Burns, M. K., Deno, S. L., & Jimerson, S. R. (2007). Toward a unified response-to-intervention model. In *Handbook of response to intervention* (pp. 428-440). Springer US.

³ Markovitz, C.E., Hernandez, M.W., Hedberg, E.C., Whitmore, H.H., Satorius, J.L. (2018). *Impact Evaluation of the Minnesota Reading Corps K-3 Program*. NORC at the University of Chicago: Chicago, IL.; Markovitz, C.; Hernandez, M.; Hedberg, E.; Silbergliitt, B. (2014). *Outcome Evaluation of the Minnesota Reading Corps K3 Program*. NORC at the University of Chicago: Chicago, IL.

The MEC Interventionist Experience: Teacher Preparation in Real Time

MEC Interventionists are AmeriCorps members. In general, AmeriCorps members enroll for a term of service for which they receive a living stipend, federal student loans may be put into forbearance, and, upon successful completion of the service term, a Segal Education Award for past or current post-secondary costs.

The MEC Interventionist experience provides the hours for the Clinical Apprenticeship in that MEC Interventionists must serve a minimum of 300 hours per service term, which would be at least one semester. MEC Interventionists may serve 450, 675, 900 or 1200 hours service terms depending on the program requirements of the degree granting institution. MEC and the institution should determine a “best fit” for both the program, the students, and the schools at which MEC Interventionists serve. MEC will collaborate with the college or university to create a tailored service term that is mutually beneficial to all parties and meets all parties’ requirements and standards.

See Appendix A for current examples of post-secondary institution partnerships. See Appendix B for sample interventionist schedules. See Appendix C for general position descriptions for MEC K-3 and PreK Reading Corps Interventionists, and MEC Math Corps Interventionists.

Below summarizes how the MEC Interventionist experience meets the Clinical Hours Requirements for an Apprenticeship for teacher candidates:

How the MEC Interventionist Experience Meets the Apprenticeship Clinical Hours Requirement	
Overall Clinical Experience Requirements	
Cohesive connection to teacher preparation coursework to PK-12 students and schools	✓ MEC Interventionists serve a minimum of 300 hours 3-5 days per week providing direct intervention support to students in schools PK-8.
Opportunities to engage all PK-12 students	✓ MEC PreK Reading Corps Interventionists serve all PK students in a classroom. ✓ MEC K-3 Reading Corps and MEC Math Corps Interventionists serve K-8 students who are identified as needing tier 2 intervention.

Connect theory to practice	<ul style="list-style-type: none"> ✓ All MEC programs are evidence-based.⁴ The MEC Evidence and Research folder has supporting documents. ✓ MEC Interventionists administered screening and progress monitoring assessments to all students. ✓ MEC Interventionists implement scripted, research-based interventions for specific reading and math subskills. ✓ MEC Interventionists utilize the Reading Corps Data Management System (RCDMS) and the Math Corps Data Management System (MCDMS) which provide graphed progress monitoring data. ✓ MEC Interventionists actively participate in regular student data review meetings with Internal (site-based) and Master Coaches (external). Teachers and Principals may attend.
Opportunities to work with, reflect on, and support the needs of a diverse student population	<ul style="list-style-type: none"> ✓ MEC programs are hosted at 84 schools state-wide including rural, suburban, and urban settings, and students of diverse race/ethnicity, socioeconomic status, and primary language. ✓ MEC Interventionists provide direct service to students at the school site ✓ MEC Interventionists have regular meetings with Internal and Master Coaches (daily to 2x per month) to discuss and reflect on their experiences with delivering intervention, student progress, problem-solve student behavior issues or other barriers to implementation, etc.
Apprenticeship Specific Requirements	
Part 1. Exploratory Experiences 30 hours maximum	<ul style="list-style-type: none"> ✓ Exploratory experience hours can be scheduled during non-direct service time at the school site or another building in the district as part of an interventionist's term of service.

⁴ Markovitz, C.; Hernandez, M.; Hedberg, E.; Silberglitt, B. (2014). *Outcome Evaluation of the Minnesota Reading Corps K3 Program*. NORC at the University of Chicago: Chicago, IL.; Markovitz, C.; Hernandez, M.; Hedberg, E.; Silberglitt, B. (2015). *Outcome Evaluation of the Minnesota Reading Corps PreK Program*. NORC at the University of Chicago: Chicago, IL.; Markovitz, C.E., Hernandez, M.W., Hedberg, E.C., Whitmore, H.H., Satorius, J.L. (2018). *Impact Evaluation of the Minnesota Reading Corps K-3 Program*. NORC at the University of Chicago: Chicago, IL.;

Direct Student Contact	✓ MEC interventionists provide research-based intervention directly to students 1:1 or in small groups.
Observation	✓ Observation, classroom visits, staff interviews, etc. may be scheduled during non-direct service time at the school site or another building in the district as part of an interventionist's term of service.
	✓ Experiences before, after, and during the school day: Interventionists may be/are included in before and after school meetings, e.g., staff meetings, district-wide or school-wide professional development, Professional Learning Communities (PLCs), etc.
Part 2. Student Contact Hours <i>70 hours minimum</i> <i>Required Activities Covered by MEC</i>	
Time spent directly with learners	✓ Direct academic intervention service to students is the majority of time for MEC Interventionists.
Co-assessing and co-analyzing student work	<p><u>Assessment of and for Student Learning:</u></p> <ul style="list-style-type: none"> ✓ All MEC Interventionists collect screening/benchmark data three times per year (fall, winter, spring) using standardized assessments that are reliable and valid. ✓ All MEC Reading Corps Interventionists collect progress monitoring data weekly or bi-weekly using standardized assessments that are reliable and valid ✓ All MEC Math Corps Interventionists progress monitor with the Math Fact Fluency Assessment and STAR Assessment, and monitor progress with lesson –based pre/post-tests and frequent checks for understanding. <p><u>Analyzing Student Performance Data</u></p>

	<ul style="list-style-type: none"> ✓ All MEC Interventionists attend regularly (usually monthly) data review meetings with Internal and Master Coaches to review student progress data and make instructional decisions. Teachers and Principals attendance is optional.
Collaborating with education professionals	<ul style="list-style-type: none"> ✓ MEC Interventionists regularly meet with Internal Coaches who are site-based school staff often a Title 1 Teacher, Instructional Coach, or Social Worker. ✓ All MEC Interventionists attend regularly (usually monthly) data review meetings with Internal and Master Coaches to review student progress data and make instructional decisions. Teachers and Principals attendance is optional. ✓ MEC interventionists share student progress monitoring graphs with students' teachers on a monthly basis.
Guided and supervised teaching of small group or Individual (tutoring or remedial work)	<ul style="list-style-type: none"> ✓ MEC Interventionists receive a minimum of twice monthly coaching sessions that include using intervention protocol checklists, direct observation, and immediate performance feedback.
Flex Hours <i>200 hours minimum</i>	<ul style="list-style-type: none"> ✓ MEC Interventionist time can count towards any additional student contact hours and experiences with materials of practice including student data, intervention practice videos, and MEC intervention materials.
Mentor Teacher	
Connect with Clinical Instructor Demonstrated exemplary teaching practices that can serve as instructional models Provides on-going formative feedback	<ul style="list-style-type: none"> ✓ MEC school sites identify school staff that are Internal Coaches who provide coaching and supervision 6-9 hours per interventionist per month. ✓ Internal Coaches are often certified teachers who are instructional coaches or Title 1 teachers. ✓ Internal Coaches must meet/communicate weekly with interventionists and conduct bimonthly direct observation fidelity checks.

Appendix A

Existing Partnerships between MEC and Higher Education and Credentialing Institutions

Service for Practicum Credit: Students enrolled in the Special Education degree program at Cornerstone University have the option to serve with Michigan Education Corps to complete their practicum requirement. In addition to serving as an MEC Interventionist, students are also required to work with a licensed special education teacher to develop a lesson plan for a special education student. The hours spent delivering MEC intervention counted toward their required practicum hours and their hours spent in the resource room counted toward their service hours. The skills in data-driven decision-making, interventions and assessments, and relationship building that they developed with MEC will help them as they enter their student teaching experience and ultimately their teaching career.

A Two-Way Partnership: Davenport University has been leveraging the benefits of the MEC experience and the College of Urban Education for the past 2 years. One path to teacher certification is that MEC promotes and supports current interventionists interested in becoming educators, to consider Davenport's Certificate in Urban Education alternative route to teacher certification post-baccalaureate program. MEC service time can help with tuition reduction for this program through a combination of the Segal AmeriCorps Education Award and Davenport partnership tuition grants. A second path toward teacher certification is through service learning practicum courses in the College of Urban Education for undergraduates where students who serve as MEC interventionists can earn up to three elective credits towards completing their Bachelor's degree at Davenport.

The Child Development Associates (CDA) Credential Partnership: In partnership with Camp Fire West Michigan 4C, any PreK Reading Corps Interventionist who serves the duration of a school year may opt to complete the Child Development Associate Credential. MEC and Camp Fire West Michigan 4C staff partnered with ISD Early Childhood staff, to create a pathway for those serving as PreK Reading Corps interventionists to complete 90% of the required training hours and 100% of the required professional experience hours to earn the CDA credential. This type of opportunity not only helps children get ready for kindergarten, but also prepares interventionists to be employed in preschool classrooms as highly effective educators. Watch this video to learn more about one interventionist's experience completing the CDA credential requirements while serving with MEC:

<http://bit.ly/CDAwithMEC>

Appendix B
Examples from 2019-2020
Aligning the MEC Experience with Student Schedules

Example 1: Part time, 1 semester with MEC Math Corps

Cornerstone students serving with MEC Math Corps for 1 semester practicum served at minimum 300 hours between August 19, 2019 – December 21, 2019. They served a total of 24 hours per week, and served 8 hours per day on Mondays, Wednesdays and Fridays. Students attended classes at Cornerstone University on Tuesdays and Thursdays.

Example 2: Part time, 1 semester with K-3 Reading Corps

Davenport students serving with K-3 Reading Corps for 1 semester served at minimum 450 hours between August 26, 2019 – December 21, 2019. They served a total of 28.75 hours per week, or 5.75 hours per day Monday through Friday. For one student, they arrived at 7:15 and left the school site at 1:45. The student was able to attend classes in the late afternoon and evening. The start and end time for each student would be dependent in part on the school's bell times.

Example 3: Part time, 2 semesters with K-3 Reading Corps or MEC Math Corps

Another option for students is to serve in a part time capacity for 2 semesters. This is possible for both K-3 Reading Corps and MEC Math Corps. Students would follow similar schedules (hours per week may differ slightly) as listed in example 1 and example 2 and would serve from August – May following the school site calendar. It is important to note that MEC follows the school site's calendar and would expect students to serve during times in which the university's classes are not in session if they do not align with the school site's calendar (e.g. spring break).

Example 4: Full time, 2 semesters with PreK Reading Corps

PreK Reading Corps interventionists earning their CDA serve full-time for the duration of the school year (August-May). These interventionists typically serve at least 35 hours per week, Monday-Friday during the school day. They serve students Monday through Thursday and prepare for the following week on Friday in collaboration with the lead and assistant teachers.



POSITION DESCRIPTION

POSITION TITLE K-3 Reading Corps Interventionist

REPORTS TO AmeriCorps Program Director, Program Coordinator, Director of Programming and Operations, Internal Coach

POSITION SUMMARY

The K-3 Reading Corps Interventionist is placed at an elementary school to provide supplemental practice to children in kindergarten through third grade to develop their reading skills. The K-3 Reading Corps Interventionist will use scripted, evidence-based literacy interventions as guided by his or her coaches and will conduct weekly 1-minute assessments to ensure each student is on track to read at grade level. This is an AmeriCorps service member position with Michigan Education Corps.

ESSENTIAL FUNCTIONS

Early Literacy Intervention and Assessment

- Conduct one-on-one tutoring sessions with students using scripted, evidence-based literacy interventions provided by Reading Corps; achieve a high degree of fidelity to the scripted interventions.
- Assist children in improving their reading skills and abilities to reach grade level expectations.
- Provide opportunities for family literacy involvement for Reading Corps students, including implementing the Reading Corps family engagement literacy intervention - Read at Home! (RAH!).
- Develop and maintain a weekly tutoring schedule for students to allow for a minimum of 15-20 children (full-time members) or 8-10 children (half-time members) to receive daily 20-minute reading tutoring sessions.
- Identify students who qualify for Reading Corps tutoring services based on a Reading Corps-designated assessment with direction from the Internal Coach and Master 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' data, including weekly progress scores and interventions using an online database; maintain confidentiality of all student data
- Regularly review student data with Internal Coach and Master Coach to gauge the effectiveness of the literacy intervention being used and determine if a change in strategy is necessary.
- Participate in coaching sessions (includes observation of interventionist); act on constructive feedback from coaching sessions.

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 student schedules, interventions, student progress, etc.
- Communicate effectively with Reading Corps staff and site personnel.

Attendance

- Regular, timely attendance during school hours each day Monday-Friday, along with before and after school hours as scheduled.
- Serve for the full service term. Please refer to the Is K-3 Reading Corps Right for You hand out for additional details.
- Attend all required Reading Corps-sponsored training sessions, meetings, and coaching sessions; travel as necessary.
- Commit to service for the full service term, serving the total commitment of hours within the term. Please refer to the Is K-3 Reading Corps Right for You hand out for additional details about the service term commitment.

SECONDARY FUNCTIONS

- Attend site-sponsored activities (e.g., family night, book fairs, etc.) and participate in site-sponsored meetings or other activities.
- Attend regional AmeriCorps events and National Days of Service.
- Other functions as indicated by the program and/or Service Commission, such as submitting Great Stories in OnCorps, volunteer mobilization, participation in Professional Learning Groups.

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.

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.



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.

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POSITION DESCRIPTION

POSITION TITLE	MEC Math Corps Interventionist
REPORTS TO	AmeriCorps Program Director, Director of Programming & Operations, Master Coach, Internal Coach
TOTAL SERVICE HOURS	1,200 hours (Full time, 9 months) or 300 hours (part time, 4.5 months)

POSITION SUMMARY

The Math Corps Interventionist works with pairs of students (4th - 8th grade) who are not proficient in math. The Math Corps Interventionist implements prescribed mathematics interventions and strategies and conducts progress monitoring assessments to ensure students are on track to reach proficiency. This is an AmeriCorps service member position.

ESSENTIAL FUNCTIONS

Math Intervention and Assessment

- Conduct tutoring sessions with pairs of students using prescribed mathematics interventions and strategies provided by Math Corps; achieve a high degree of fidelity to the scripted interventions.
- Assist students to improve their math skills and abilities to reach grade level expectations.
- Develop and maintain a weekly tutoring schedule for pairs of students which maximizes the number of students served and provides a minimum of 90-minutes of tutoring for each student per week.
- Identify students who qualify to receive Math Corps tutoring services based on Math Corps defined assessment and direction from the Internal Coach and Master Coach.
- Assess, with a high level of accuracy, students' continual progress through progress monitoring and benchmarking.
- 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.
- Regularly review student data with Internal Coach and Master Coach to gauge the effectiveness of the math intervention being used and determine if a change in strategy is necessary.
- Participate in coaching sessions (includes observation of tutor); act on constructive feedback from coaching sessions.

Communication

- Communicate and interact with students in an age and developmentally appropriate way.
- Communicate regularly and effectively with Internal Coach, Master Coach, MEC staff, and school personnel regarding student schedules, Math Corps interventions and student progress.

Attendance

- Conform to regular, timely attendance requirements during daytime school hours each day Monday-Friday.
- Commit to service for the full service term August - June, serving the total commitment of hours within the term.
- Attend all required Math Corps sponsored training sessions, meetings, and coaching sessions, including Member Meet Ups (when applicable); travel as necessary.
- Full time interventionists: Complete a minimum of 35 hours per week within a 9 month time period (1,200 total hours)
- Part time interventionists: Complete a minimum of 24 hours per week within a 4.5 month time period (300 total hours)

SECONDARY FUNCTIONS

- Perform assignments and/or duties as assigned by Internal Coach, Master Coach, or Program Manager, excluding activities that would displace a staff member or volunteer.
- Attend site-sponsored activities (e.g. family nights) and participate in site-sponsored meetings or other activities.

Position Description – MEC Math Corps Interventionist

Represent Math Corps at these events and provide education about Math Corps and general math awareness.

- Attend service projects, as applicable, commemorating September 11, 2001 and Martin Luther King, Jr. Day. These may include evening and/or weekend hours.
- Be an ambassador of our program by submitting Great Stories and participating in outreach activities.
- Other functions as indicated by the program and/or Service Commission, such as submitting Great Stories in OnCorps, volunteer mobilization, participation in outreach activities, attend regional AmeriCorps events and National Days of Service.

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 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 students improve their math skills with patience and empathy.
- Dedication to community service.
- Basic computer skills, including the ability to navigate online systems and email.
- Energetic, results-oriented, student-focused style.
- Excellent time-management, decision-making and organization skills.
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Math Corps tutoring model with fidelity.
- Consistent follow-through.
- Must be able to build and maintain quality-working relationships with students, coaches, school administrators and Math Corps program staff.
- 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 coursework, college degree or equivalent work experience.*

Math 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.

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