



JOIN OUR TEAM

Serve 11 months.
Shape a lifetime.

Baltimore, MD • Kansas City, MO • Richmond, VA • Washington, DC

Each Literacy Lab tutor serves full-time for 11 months in a high-need school, implementing evidence-based literacy interventions with students who are struggling to read.



Benefits

- Modest living allowance
- \$6,000 AmeriCorps Education Award (approximate)
- Federal student loan forbearance
- Basic health insurance
- Year-round training, coaching, and support
- Access to nationwide Literacy Lab and AmeriCorps alumni networks



THE LITERACY LAB

Strong Readers. Strong Futures.

APPLY TODAY – [THELITERACYLAB.ORG/JOIN-OUR-TEAM](https://theliteracylab.org/join-our-team)



YEAR AT A GLANCE

Is This Commitment Right for You?

What We'll Ask of You

Commit to 11 months

If we hire and train you as a tutor for a school, we'll rely on you for the whole school year – no substitutes or replacements. Our typical service term runs from August 2017 through July 2018. You will have the option of finishing at the close of the school year if you have met the minimum requirements. *(Note: Exact dates depend on service region.)*

Serve 1700 hours

You serve at least 40 hours per week as a full-time tutor, for a minimum total of 1700 hours. Most of these hours are accrued during typical school-day hours. About 10% - 25% of the 1700 hours are served outside of daily tutoring (before/after school programs, e.g. supervising an after-school club, volunteering at the local food bank, etc.).

Serve daily in a school setting

You will meet with your students every day of the school week. Your schedule must be consistent throughout the year so that the student tutoring schedule is consistent. Expect to serve a minimum of 40 hours per week in direct service with students. To meet the minimum number of service hours, you will also participate in non-tutoring activities that extend beyond the typical school day, including some evening school functions, trainings, etc.

Participate in required trainings

Tutors must attend the 5-day required Training Institute in August. This covers everything you'll need to know to get started at your school. Additional trainings throughout the year will continue to build your skills.

Engage in your community

You will spend the year viewing your school site's community through a service lens. Occasional weekend or evening service will be required, including group service projects commemorating September 11, 2001 and MLK, Jr. Day. You will also seize other opportunities to engage in community-based service activities which spark your passion and/or develop your skills. These outside service opportunities may be counted toward the 1700-hour commitment!

How You'll Grow

Training, coaching, and experience in effective, evidence-based literacy strategies

Our training is one of many things that makes our program powerful. Literacy experts called Master Coaches will train you on the interventions and assessments we use. You will also be assigned an Internal Coach at your school to provide ongoing and individual support throughout the year. Finally, your Program Manager oversees your professional journey throughout the year. This tiered support provides the content knowledge and professional tools tutors need to be effective and confident in helping children grow their literacy skills.

Professional skill-building & networks

We invest so much in our tutors because they are each given real responsibility. If you are pursuing or continuing an education career, the hands-on literacy training and connections to school-based staff offer a "foot in the door" in the field. If you are not pursuing an education career, our program provides transferrable professional experience and skills and adds an impressive service year term to your résumé.



Financial Benefits

Living allowance

You will receive a living allowance, rather than an hourly wage or salary. The stipend amount is dependent on the cost of living in each metro area (see below.) The stipend is direct deposited in two equal installments/month and is subject to federal and state taxes. Please carefully review your finances as you consider the commitment to serve with us.

- Baltimore, MD: \$1,600 total per month
- Kansas City, MO: \$1,300 total per month
- Richmond, VA: \$1,400 total per month
- Washington, DC: \$1,600 total per month

Education award

Upon successful completion of your year of service, you will receive an education award of \$5,815. The education award can be used to repay federal student loans, and/or to pay tuition or other educational expenses. The award has a seven-year expiration period and can be used at any accredited post-secondary school. *(Note: The Education Award is considered taxable income in the year that it is used.)*

If you are 55 or older at the start of your service, you may elect to transfer your education award to a designated child, grandchild, or foster child within seven years. Please note that the funds must be used by your designee within ten years of your original award.

Student loan forbearance

If you are making payments to a federally-backed education loan, your payments may be put into forbearance during an AmeriCorps year of service. Upon successful completion of the program, the accrued interest may be paid by the National Service Trust.

Health insurance

You are eligible to enroll in a health insurance plan provided by The Literacy Lab at no cost to you. This plan does not cover dependents and may differ from a traditional major medical health plan. You are encouraged to review the [2015-2016 Health Plan Summary](#) to determine if the insurance provided by The Literacy Lab will meet your health needs during your term of service. *(Note: The Health Plan Summary has not yet been updated for 2017-18; however, the resources provided should be helpful.)*

Childcare assistance

Based on income, full-time members may qualify to receive child care reimbursement assistance. If you are interested in this benefit, please contact the Recruitment Team to learn more before accepting a position.

Our tutors are highly effective. By now, you've read the position description, and studied the Year at a Glance.

Are you ready to serve?

To apply, visit <http://theliteracylab.org/join-our-team/>

We accept applications until all positions have been filled. For questions/concerns, reach out to the Recruitment Team (recruitment@theliteracylab.org).

The Literacy Lab is an Equal Opportunity Employer and does not discriminate in program admission or administration based on race, color, creed, religion, ancestry, pregnancy, genetic information, marital status, amnesty, sexual orientation, gender, national origin, age, disability, status as a covered veteran or with regard to public assistance, membership or activity in a local human rights commission, or any other status protected by law. For reasonable accommodations in the application and/or selection process, please contact the Recruitment Team.

PRE-K TUTOR POSITION DESCRIPTION

POSITION TITLE	Preschool (Pre-K) Literacy Tutor
REPORTS TO	Program Manager and Internal Coach

POSITION SUMMARY

The Pre-K Literacy Tutor is embedded in a classroom of children ages 3 – 5 to develop children’s early literacy skills in preparation for Kindergarten. Tutors 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 with The Literacy Lab.

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 the SEEDS “Big Five” Emergent 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, 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
- Record student and program data completely and accurately in an online database on a weekly basis; maintain confidentiality of all student data
- Provide targeted early literacy support to a minimum of 5-7 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
- 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 with direction from the Internal Coach and Master Coach
- 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
- 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 an age and developmentally appropriate way
- Communicate effectively with Literacy Lab staff and site personnel
- Build professional relationships and communicate regularly with classroom teachers, Internal Coach, and the Master Coach regarding schedules, literacy strategies, student progress, etc.

Attendance

- Regular, timely attendance during school hours, Monday-Friday, along with before/after school hours as scheduled
- Serve for 11 months during the school year, generally August through July
- Attend all required Literacy Lab sponsored training sessions, meetings, and coaching sessions, including Professional Learning Groups (PLGs); limited local travel as necessary
- Complete a minimum of 40-45 hours per week within the 11-month service commitment (1700 total hours); these hours may include evening and/or weekend non-tutoring service hours in the school setting and/or surrounding community
- Attend two group service projects commemorating September 11, 2001, and MLK, Jr. Day (may include evening and/or weekend hours)

SECONDARY FUNCTIONS

- Support the preschool classroom as assigned by Internal Coach, Master Coach, or Program Manager, excluding activities that would displace a staff member
- Attend site-sponsored activities (e.g., family night, book fairs, etc.) and participate in site-sponsored meetings or other activities
- Take initiative in identifying and completing other opportunities to engage in community-based service activities which complement the individualized hours management plan
- Perform assignments and/or duties as assigned by Internal Coach, Master Coach, or Program Coordinator/Manager, excluding activities that would displace a staff member or volunteer

MINIMUM QUALIFICATIONS

- Must be 18 years of age or older by the start date
- Must have at least a high school diploma or a GED by the 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 or more prior terms of service with AmeriCorps
- Must be available to attend entire mandatory 5-day Training Institute in location of service (early-mid August)
- Speak, read, and write American 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 in varied circumstances
- 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 personalities
- Ability to remain calm and positive in sometimes challenging and high-pressure environment
- Strong personal standards of excellence, ethics, and integrity
- *Preferred: College degree and/or relevant work experience*

REASONABLE ACCOMMODATIONS

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With or without reasonable accommodations, our tutors fulfill the following physical and sensory functions with varying frequency on a daily basis:

- Talking in person
- Hearing in person
- Ability to hear, reproduce, and manipulate spoken sounds in the American English language
- Distance/depth perception
- Reading text of varying font sizes (10 pt and up) from arm's length distance
- Identifying images of varying sizes (1" x 1" and up) from arm's length distance
- Fine detail perception and reproduction: facial recognition of distinct students among large and small groups; ability to discern students' handwritten print of varying neatness and size; ability to model correct handwritten print; ability to point at and track small text and/or print (10 pt. font and up) across a page; etc.
- Sitting
- Ability to be mobile
- Keyboard typing
- Walking
- Stationary standing
- Crouching (bend at knees)
- Kneeling/crawling
- Stooping (bend at waist)
- Twisting (knees/waist/neck)
- Turning/pivoting
- Climbing
- Reaching overhead (extension)
- Grasping/pinching

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K-3 TUTOR POSITION DESCRIPTION

POSITION TITLE Elementary (K-3) Literacy Tutor
REPORTS TO Program Manager and Internal Coach

POSITION SUMMARY

The K-3 Literacy Tutor is placed at an elementary school to provide supplemental practice to children in kindergarten through third grade to develop their reading skills. The elementary literacy tutor 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 The Literacy Lab.

ESSENTIAL FUNCTIONS

Early Literacy Instruction 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 students, including implementing the family engagement literacy intervention - Read at Home! (RAH!)
- Develop and maintain a weekly tutoring schedule for students to allow for approximately 15 – 20 children to receive daily, 20-minute reading tutoring sessions
- Identify students who qualify for tutoring services based on a Reading Corps designed 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' 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 tutor); act on constructive feedback from coaching sessions

Communication

- Communicate and interact with students in an age and developmentally appropriate way
- Communicate effectively with Literacy Lab staff and site personnel
- Build professional relationships and communicate regularly with classroom teachers, Internal Coach, and the Master Coach regarding schedules, literacy strategies, student progress, etc.

Attendance

- Regular, timely attendance during school hours, Monday-Friday, along with before/after school hours as scheduled
- Serve for 11 months during the school year, generally August through July
- Attend all required training sessions, meetings, and coaching sessions, including Professional Learning Groups (PLGs); limited local travel as necessary
- Complete a minimum of 40-45 hours per week within the 11-month service commitment (1700 total hours); these hours may include evening and/or weekend non-tutoring service in the school setting and/or surrounding community
- Attend two group service projects commemorating September 11, 2001, and MLK, Jr. Day (may include evening and/or weekend hours)

SECONDARY FUNCTIONS

- Attend site-sponsored activities (e.g., family night, book fairs, etc.) and participate in site-sponsored meetings or other activities
- Take initiative in identifying and completing other opportunities to engage in community-based service activities which complement the individualized hours management plan
- Perform assignments and/or duties as assigned by Internal Coach, Master Coach, or Program Coordinator/Manager, excluding activities that would displace a staff member or volunteer

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