



JOB DESCRIPTION

JOB TITLE: Experience Corps Literacy Coach
REPORTS TO: Director of Program
FLSA STATUS: Exempt (Qualified - less than 12-month position)
APPROVAL DATE: February 10, 2023

SUMMARY

Provide day-to-day embedded support, through data informed coaching strategies, for AARP Foundation Experience Corps Tutor/Mentors in elementary classrooms Pre- K through 3rd Grade. Supervise Experience Corps Tutor/Mentors in Experience Corps tutoring strategies working toward year-end literacy goals under the direction of the Experience Corps Coordinator. This position is an integral part of the educational team at each target school, working collaboratively with the volunteers, teachers and school staff under the direction of Read to Succeed Buffalo, Inc.

ESSENTIAL FUNCTIONS

- Supervise Experience Corps Tutor/Mentors: Guide, monitor and assist Experience Corps Tutor/Mentors in adapting instructional strategies using data and materials for students who demonstrate risk of reading difficulty and who require more intentional instructional intervention. Conduct observations to ensure project fidelity. Support tutor time and session log data entry into Experience Corps national reporting systems to ensure compliance with AARP Foundation standards. Participate in the planning and facilitation of volunteer recognition events.
- Collaborate with Experience Corps Coordinator and the school's educational team to seamlessly integrate Experience Corps tutoring strategies in support of classroom and individual student learning objectives. Collaborate and coordinate with the school's educational team to plan the effective implementation of the Experience Corps program.
- Assessment and Data: Support classroom data collection, analysis, and use of these data in planning ongoing student instruction and management. Support the administration of teacher and volunteer survey data.
- Planning: Guide and assist weekly planning sessions to review and analyze student diagnostic screening, progress monitoring and outcome assessment data.
- Professional Development: Participate in regularly scheduled professional development.
- Create and facilitate preservice and ongoing monthly professional development, specific to student, Experience Corps Tutor/Mentor, and community needs.
- Attend or provide up to 40 hours of training or program support over the summer to increase skills and perfect implementation of the Experience Corps literacy coaching model.
- Dependability, punctuality, and commitment are always expected. Attendance is considered an essential function of any position in the Company. Employees are expected to follow all policies and procedures of the RTSB Employee Manual.
- Provides weekly schedule.
- Provides weekly report.

OTHER JOB DUTIES

Other duties as assigned by Executive Director.

REQUIREMENTS/QUALIFICATIONS

- Candidates must hold a bachelor's degree in education.
- A master's degree in education, reading, or literacy preferred. Additional courses and experience in the areas of early childhood, reading, research-based instruction strategies, and/or assessment a plus.
- Preferred candidates will have completed three to five years of teaching SoR literacy strategies in an early childhood setting PreK-3. Direct experience as a literacy/instructional coach a plus. Proven experience in collaborating with or teaching adults and managing a team is preferred.
- Candidate must be skilled in the implementation and analysis of screening, diagnostic, and progress monitoring instructional assessment tools. Experience with DIBELS 8 a plus.
- Experience working with multi-generational volunteers and communicating effectively with persons from diverse cultural, multi-generational, and/or socioeconomic backgrounds is mandatory.
- A strong belief in and passionate commitment to the ability of all children to learn regardless of identified risk factors required.
- The ability to work with children, teachers, and mature adults in a supportive and professional manner is required.
- Assessment: Strong analytical skills and the ability to draw conclusions and make recommendations based on observations and data is required.
- Strong planning and organizational skills a must.
- Effective written and oral communication skills and proficiency in computer and web-based information technologies a plus.
- The perfect candidate will be creative, high-energy, persistent, and a quick study, who can manage multiple priorities and projects through effective time management and organizational skills.

EDUCATION AND KNOWLEDGE

- No Formal Education Required
- High School Diploma/GED
- Vocational/Technical (coursework preferred)
- 2 Year Degree (coursework preferred)
- 4 Year Degree
- Graduate Degree
 - Or equivalent combination of education and related experience
- License(s)/certification(s) required (please list):
- Specialized training (specify training required):

EXPERIENCE

Minimum experience requirements

- None
- 6 months to 1 year
- 1 to 3 years
- 3 to 5 years
- 5 to 10 years
- Over 10 years
- Or equivalent combination of education and related experience

On-the-job experience requirement (complexity)

- Less than 1 month
- 1 to 3 months
- 3 to 6 months
- 6 months to 1 year (6 months)
- Over 1 year
- Other (indicate):

SUPERVISORY RESPONSIBILITIES

Supervise Experience Corps volunteers off site

TRAVEL

Local WNY area

PHYSICAL REQUIREMENTS

Describe the on-the-job minimum physical requirements of the position based upon a typical workday.

Scale					
* Never = does not apply		* Frequently = From 21% to 50% of the time			
* Occasionally = Up to 20% of the time		* Constantly = At least 51% of the time			
Mobility	Never	Occas.	Freq.	Const.	
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Driving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Bend/Stoop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kneel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Push	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Squat/Crouch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lift Usual lbs.= 10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carry, using two hands Usual lbs.=10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reaching, Handling, Finger Dexterity and/or Feeling	Never	Occas.	Freq.	Const.	
1. Reaching by extending hand(s) or arm(s) in any direction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Handling by seizing, holding, grasping, turning or otherwise working with the hand or hands, but without finger dexterity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Finger dexterity required to manipulate objects with fingers rather than whole hand(s) or arm(s); using a keyboard, for example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

4. Feeling to perceive an object's size, shape, temperature or texture by means of senses in your skin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	Never	Occas.	Freq.	Const.
1. Communication skills using the spoken word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Hearing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seeing	Never	Occas.	Freq.	Const.
1. Far vision (clear vision beyond 20 feet or more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Close vision (clear vision within 20 inches)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Color vision (ability to identify and distinguish colors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Depth perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Ability to adjust focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

WORKING CONDITIONS

How much exposure to the following environmental conditions does this position require based upon a ***typical*** workday.

	Never	Occas.	Freq.	Const.
1. Working at heights?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exposure to marked changes in temperature and humidity or extremes thereof?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Exposure to dust, fumes, gases, chemicals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Risk of electrical shock?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Work near moving mechanical parts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise Level (check 1 appropriate level below)				
Very quiet	<input type="checkbox"/>	Loud	<input type="checkbox"/>	
Quiet	<input type="checkbox"/>	Very loud	<input type="checkbox"/>	
Moderate noise	<input checked="" type="checkbox"/>			

Approval – Signature and Title

Date

Employee – Signature

Date