

SUBSTITUTE TEACHER JOB DESCRIPTION

Reporting to the Content Specialist and/or the Tutoring Program Director (TPD), the Substitute Teacher plays a crucial role filling in when one of our regular teachers is unavailable. The main responsibility will be to supervise tutors at the assigned school site.

Additionally, the Substitute Teacher may be responsible for:

- Supervise tutors.
- Coach and annotate tutor next steps and observations.
- Observe and manage tutor journals.
- Model lesson parts.
- Weekly auditing and monitoring of student level movement using *key for determining independent/instructional/hard levels.
- Monitor and support Professional Development.
- Prepare content-based anchor charts.

Alongside the Content Specialist, and/or TPD, the READ USA Substitute will help to maintain rituals/routines and content specific best practices to ensure the uniformity and fidelity of the Tutoring Program at the assigned school site.

Responsibilities

Leadership:

- Cultivate positive interactions and relationships with READ USA partner teachers and all READ USA and school district staff.
- Mentor, counsel, supervise and manage READ USA teen tutors on site.
- Maintain professional communications with all personnel inside and outside the tutoring program.
- Support this and other READ USA programs as directed by the TPD and/or Chief Programs Officer (CPO).

Program Content Management:

- Supervise tutors- ensure tutors maintain professionalism and are in keeping with the policies and procedures as set forth by the READ USA tutor handbook.
- Coach and annotate tutor next steps and observations- Establish clear rituals and routines for tutor/teacher coaching and mentorship. Substitute teachers may be asked to sit side by side to observe, model, provide input, annotate next steps, and establish practice times with tutors during the tutoring sessions.
- Observe and manage tutor journals- It is an expectation of this program that tutors will participate in reflective journaling. Tutors should journal what is working well, lingering questions, and how to implement next steps provided by teacher of content.
- Modeling- Substitute teachers may interject during the lesson when a modeling opportunity (teaching opportunity) arises. Teachers will pause the lesson, directly teach a part of the lesson to the student (model), explain the modeling to the tutor (what is changed and why), and ask the tutor to practice this strategy/skill in real time. Add this modeled method to the tutor's next steps. This process should take approximately 5 minutes to model. Leave notes for the regular teacher to follow up with the tutor during another lesson to observe the new strategy/skill in action.

- Monitor and support Professional Development time. PD time is built into the tutoring schedule. PD time will be used for training, completing the necessary modules on CANVAS, submitting workforce development pieces, and working toward programmatic goals.
- Substitutes asked to fill in as a Teacher of Content may be asked to audit and monitor student level movement *key for determining independent/instructional/hard levels- Using the rubric, Teachers will monitor, audit, and make decisions on student level movement so that students always work in the instructional range during the tutoring program.

***Key for Determining Independent/Instructional/Hard Levels**

		Comprehension Score				
		Proficient (5-6)	Approaching Proficiency (4)	Limited Proficiency (3)	Not Proficient (0-2)	
Accuracy Score	Levels A-K	95-100%	Independent	Independent	Instructional	Hard
	90-94%	Instructional	Instructional	Hard	Hard	
	Below 90%	Hard	Hard	Hard	Hard	

		Comprehension Score				
		Proficient (8-9)	Approaching Proficiency (6-7)	Limited Proficiency (4-5)	Not Proficient (0-3)	
Accuracy Score	Levels L-Z	98-100%	Independent	Independent	Instructional	Hard
	95-97%	Instructional	Instructional	Hard	Hard	
	Below 95%	Hard	Hard	Hard	Hard	

- Distribute weekly Tutor Tips and train tutors on content from Tutor Tips document- On the first tutoring day of the week, distribute Tutor Tips to every tutor. Use weekly PD time to discuss, teach, review, and implement content from the Tutor Tips into the tutoring program.
- Prepare content-based anchor charts- Substitute Teachers may be asked to create and display anchor charts based on PD using literacy best practices as trained through READ USA, published in Tutor Tips, or approved by READ USA content specialists and/or TPD.
- Support this and other READ USA programs as directed by the TPD, CPO and/or CEO.

Qualifications

This is an extraordinary opportunity for an individual with teaching and literacy coaching experience and a commitment to the READ USA mission. The successful candidate will support the READ USA’s Tutoring Program, work with the Content Specialist, TPD, CPO and/or CEO, and maintain a positive relationship with tutors, teachers, READ USA staff, school site staff, and school district personnel.

Specific requirements include:

- Bachelor’s degree
- Teacher’s certification
- Strong project implementation skills
- Strength in communicating with internal and external personnel.

- Excellent verbal and written communication skills with exceptional attention to details
- Personal qualities of integrity, credibility, and a commitment to and passion for READ USA mission.
- Personal and reliable transportation to travel to and from the assigned school site at which the program is implemented.
- Support this and other READ USA programs as directed by the TPD, CPO and/or CEO