

TEACHER OF CONTENT JOB DESCRIPTION

Reporting to the Content Specialist and/or the Tutoring Program Director (TPD), the Teacher of Content will be responsible for all literacy content needs of READ USA's Tutoring Program ensuring seamless program delivery regarding literacy content needs. The ToC will manage literacy content within the assigned school site.

Additionally, the ToC will:

- Supervise tutors.
- Coach and annotate tutor next steps and observations.
- Observe and manage tutor journals.
- Model lesson parts.
- Plan and administer tutor professional development alongside the tutor coordinator. ToCs will focus on content PD, whereas Tutor Coordinators will focus on workforce development PD.
- Weekly auditing and monitoring of student level movement using *key for determining independent/instructional/hard levels.
- Weekly distribution and PD of Tutor Tips.
- Train, implement, organize, and record school-based assessments.
- File and organize school-based assessment kit.
- Prepare content-based anchor charts.

Alongside the Content Specialist, and/or TPD and/or the Chief Programs Officer (CPO), the ToC will help to develop, implement, and change 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 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. ToC's will 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- Teachers of content will interject during the lesson when a modeling opportunity (teaching opportunity) arises. ToC's 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. Follow up with the tutor during another lesson to observe the new strategy/skill in action.

- Plan and administer tutor content professional development-ToC’s will plan and train tutors in content pieces using tutor tips, teaching moments, and anchor charts daily. 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.
- Audit and monitor student level movement *key for determining independent/instructional/hard levels- Using the rubric, ToC’s 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.
- Train, implement, organize, and record school-based assessments. File and organize school-based assessment kits- ToCs are responsible for all school-based assessments. ToCs will train tutors to properly administer assessments, as well as evaluate assessments for fidelity all school-based assessments. After tutors administer school-based assessments, ToCs will evaluate, organize, enter data into data portal and store all school-based assessments in the assessment kit (accordion folder). When the Data and Research Supervisor requests information and/or data regarding school-based assessments, the ToCs will serve as the point of contact for the data from these assessments. Current school-based assessments include Elementary Reading Attitude Survey (Garfield) and Where to Start Word Test (Fountas and Pinnell).
- Prepare content-based anchor charts- ToCs will 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 lead the READ USA's Tutoring Program, work with the 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 main office and to, from, and between the school sites at which the program is implemented.
- Support this and other READ USA programs as directed by the TPD, CPO and/or CEO