



## Colorado Reading Corps Master Coach

**REPORTS TO:** Colorado Reading Corps Program Manger

**FLSA Status:** Exempt

**Position Summary:** Reading Corps envisions that all children will become successful readers by the end of 3rd grade. Reading Corps does this by training and coaching tutors who provide evidence-based reading interventions for at-risk preschool and K-3 students, using formative assessment to guide decision-making, and incorporating school-based and external coaching for support. The Colorado Reading Corps Master Coach is the external coach that provides technical supervision and coaching support to each school participating in Reading Corps to support implementation and ensure fidelity to the Reading Corps model. Master Coaches support schools in utilizing a data-based decision making model to ensure Reading Corps students are making progress.

The Master Coach serves as the primary organizational point of contact for their caseload of tutors and the school, primarily through the relationship with the Internal Coach. The Master Coach provides day-to-day oversight of the Colorado Reading Corps/AmeriCorps members. They are responsible for monitoring tutor requirements and performance, assisting with tutor exit and enrollment, and complying with internal processes, policies, and timelines. This includes hours management for tutors, evaluations, cluster groups, and planning service days/professional development throughout the year.

- The Colorado Master Coach will work with schools across any region including Denver Metro and Northern Colorado, with a caseload of up to 19 tutors.
- This position is a full time seasonal employee position with summers off. There may be the opportunity for summer work given funding and need. Salary prorated for summer months.
- This position will be serving tutors in the Thompson School District (Loveland area) and Greely/Evans area

### **Essential Functions**

1. **Training Participation:** The Colorado Reading Corps Master Coach participates in Reading Corps training to learn the model. The training includes, but is not limited to, the following:
  - Participate in the Reading Corps Institute training (3 days for new coaches; 1 day for returning)
  - Participate in two day-long Reading Corps training sessions in the fall
  - Participate in, develop content, and facilitate ongoing professional development for tutors throughout the year

2. **Technical Supervision and Coaching Support:** The Colorado Reading Corps Master Coach provides technical supervision and support to their caseload of assigned schools to ensure the Reading Corps model is delivered with fidelity and students are making progress. These responsibilities include the following:

- **Benchmark assessment preparations:** Communicate with the Internal Coach and Reading Corps tutor(s) about preparations for fall, winter, and spring benchmarking.
- **Assessment reliability checks:** Perform assessment reliability checks, alongside the Internal Coach, of the Reading Corps tutor administering the benchmark assessments prior to the benchmark data collection to ensure reliability and to verify that data are being recorded accurately.
- **Alignment of tutoring:** Facilitate ongoing communication with the Internal Coach about the alignment of Reading Corps tutoring with the core literacy curriculum and individual student reading needs.
- **Selection of Reading Corps tutored children:** Provide consultation support as needed to the school regarding identification and prioritization of students who will participate in the Reading Corps program; review benchmark data and student selection to assure adherence to Reading Corps requirements for eligibility.
- **Scheduling:** Provide consultation support as needed to the school regarding scheduling of Reading Corps tutoring sessions; ensuring all students have daily 20-minute sessions and each tutor's caseload is full.
- **Observation and consultation with schools:** Meet with the Internal Coach and tutors at their school; observe each tutor doing an intervention using an integrity checklist and provide feedback and review student progress. The frequency of Master Coach visits ranges from once a month to three times per year, depending on the site's needs and Internal Coach's experience with Reading Corps. Additionally, Master Coaches, Internal Coaches, and tutors engage in monthly discussions and review of student data/progress.
- **Technical Support to Tutors:** Provide timesheet support to tutors, approve/reject timesheets, and initiate discipline procedure with program staff and Internal Coach collaboration.
- **Review of student graphs:** Review each individual student graph for progress and determine any need for intervention changes and/or exiting students from Reading Corps services.
- **Reading Corps Data Management System:** Support the Internal Coach in supervising and monitoring the completeness and accuracy of student data in the Reading Corps online data management system, RCDMS, including: student demographic data, benchmark data, weekly progress monitoring data, weekly tutor log data, and family literacy data.

- **Family Engagement:** Support the implementation of the Reading Corps family literacy intervention, Read at Home (RAH!).
  - **Pilot Innovations:** Provide support for implementation of Reading Corps pilot innovations on an as-needed, as-assigned basis.
3. **Communication:** The Colorado Reading Corps Master Coach will communicate directly with each school and serve as its main point of contact related to the literacy implementation and AmeriCorps program requirements of the Reading Corps model.
- **Clarification of program model:** Collaborate with program staff to meet with the administration at the school to ensure he or she understands and supports the Reading Corps program model. Support the administration and/or Internal Coach, as needed, in communicating with teaching staff about the Reading Corps program model.
  - **Literacy-related technical assistance:** Support the Internal Coach in providing direction to the Reading Corps tutor and teaching team in implementing the Reading Corps model (i.e. intervention implementation, student assessment, data entry, etc.); respond to questions and/or concerns, via e-mail, phone or in-person, in a timely manner.
  - **Maintain relationship with tutor:** Serve as the primary point of contact with the tutor through providing ongoing support to ensure their success in the program. This includes hours tracking and management, completing mid and end of year evaluations, supporting peer led professional development groups, and supporting content for professional development and service days throughout the year.
  - **Maintain relationship with school:** Serve as the primary point of contact with the school through the relationship with the Internal Coach. Provide support to the Internal Coach to support tutor, including timesheet support, and discipline support when needed.
  - **Partner with Readings Corps and CYC program staff:** Partner with the Reading Corps and CYC program staff, who are responsible for program management, to address any concerns or issues at the site, including sharing information related to tutor performance concerns; communicate openly and regularly with one another to provide high-quality support to the school.

#### **Other Duties**

- Attend and participate in Reading Corps and CYC AmeriCorps team meetings and all organization staff meetings
- Speak on behalf of the organization when appropriate
- Run errands as needed using personal transportation
- Perform other duties, responsibilities, and special projects as assigned
- Complete required training courses as assigned by CYC

#### **Knowledge, Skills, and Abilities**

- Excellent computer skills in Microsoft Word and Excel
- Excellent writing and editing skills; strong oral communication skills
- Excellent attention to detail and ability to be highly organized and to work under pressure and manage multiple deadlines

- Ability to be self-directed, effectively working independently to meet deadlines and to also be part of a team
- An ability to “change gears” and work collaboratively with internal staff and external partners
- An ability to find and stay informed about beneficial resources for youth throughout the state of Colorado
- Ability to contribute to a positive morale
- Experience and comfort working with staff and students from diverse backgrounds as well as their families and support networks as it relates to education
- Appreciation of clear and appropriate boundaries with youth
- A passionate and committed belief that youth can rise above seemingly insurmountable obstacles and return to school, graduate, and enter into post-secondary education
- Dependable transportation and being insurable as a driver on the auto liability policy of Colorado Youth for a Change
- Commitment to supporting and being a part of CYC’s effort to continually strive toward inclusivity and growth and appreciation of the organization and each individual’s unique strengths and perspective, including a commitment to self-development identity work
- Dedication to engaging staff and students across social identities

**Minimum Qualifications**

- Knowledge of and experience using curriculum-based measurement
- Knowledge of and experience using scripted reading interventions (Standard Treatment Protocol), including a clear understanding of the efficacy of scripted reading intervention with direct instruction, modeling, and student practice
- Strong consulting skills related to assessment and intervention, including the ability to model; observe and provide corrective feedback; ask questions to solve challenges; exercise sound judgment; communicate effectively with individuals, teams and administrators
- Knowledge of and experience in working within a Response to Intervention (RtI) or Multi-tiered System of Support or other data-based decision making model to support students
- Experience facilitating adult learners through training, coaching, supervision and observation
- Exceptional interpersonal skills for effectively communicating and problem-solving with school administrators, teaching staff, Reading Corps tutors, and Reading Corps program staff
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Reading Corps model with fidelity
- Knowledge of and experience in working within school settings, including how schools provide resources and roles typically filled by school staff
- Preferred degree: School Psychology, Educational Psychology, Special Education, Speech & Language, Elementary Education, Educational Administration

I have read, understand and am able to perform the essential functions of this position with or without accommodations.

\_\_\_\_\_  
Employee (Print Name)

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## **K-3 Master Coach**

### **PHYSICAL REQUIREMENTS AND POTENTIAL HAZARDS**

The following identifies the physical demands and potential hazards typically encountered by this position. The information is necessary in part to ensure compliance with the Americans with Disabilities Act and the OSHA Blood borne Pathogens Standards. These can reasonably be anticipated in the normal and customary performance of the essential functions of your work.

- NE:** Requirement is present, but is not essential to the position.
- O:** Occasional, up to 33 percent of the time and essential to the position.
- F:** Frequent, 34-66 percent of the time.

**C:** Continuous, over 66 percent of the time.

	<b>NE</b>	<b>O</b>	<b>F</b>	<b>C</b>
Sitting			X	
Walking	X			
Standing	X			
Bending or twisting	X			
Squatting or kneeling	X			
Reaching above shoulder level	X			
Driving cars, light duty trucks	X			
Repetitive motion of hands/fingers				X
Grasping with hand, gripping		X		
Lifting/carrying 10-25 pounds	X			
Lifting/carrying 26-50 pounds	X			
Pushing/Pulling	X			

Exposure to infection, germs or contagious diseases		X		
Seeing objects at a distance	X			
Seeing objects peripherally	X			
Seeing close work (e.g., typed print)				X
Distinguishing colors		X		
Hearing conversations or sounds				X
Hearing via radio or telephone				X

Communicating through speech			X	
Communicating by writing/reading			X	
Exposure to aggressive/angry people		X		
Other:				

I have read and understand the physical requirements and potential hazards of this position and am able to perform the physical requirements as stated above with or without reasonable accommodation.

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Employee Signature

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Date