



AMERICA
READS

Tutor Handbook 2002-2003

**AMERICA READS TUTOR CONTRACT
2002-2003**

As an America Reads tutor, I, _____, agree to perform the following tasks:

1. I will arrive on time for each scheduled tutoring and training session.
2. I will complete all journal assignments and attend all training sessions.
3. I will sign in at the main office of my school at the beginning of each tutoring session.
4. I will meet all requirements of my assigned school, including paperwork, dress code, standards of conduct, and attendance policies.
5. I will be respectful and communicative towards my teacher.
6. If, for any reason, I am unable to make a scheduled tutoring session or training session (including arriving late or leaving early), I will take responsibility for notifying the people who are expecting me there. *(For tutor sessions, I will notify my teacher (by contacting the school's office) **and** one of my supervisors, Amanda Boege or Drew Tanner. For training sessions, I will just notify the supervisors.*
7. I will play an active role in motivating and assisting the students I tutor.

** If these requirements are not met you will need to meet with the coordinators and it may be cause for dismissal from the America Reads Program **

signature

date

Oberlin College



AMERICA READS

Mission Statement

We strive to...

Promote literacy skills in the community by:

- **Giving younger children a firm literacy basis.**
- **Assisting those children who lack the motivation and/or resources to learn to read, helping them to learn to read well and independently.**
- **Boosting the self-esteem and reading levels of the students who are behind grade level.**
- **Using our unique position in the classroom to be positive role models, and grant children the one-on-one attention they need to succeed in school.**
- **Spreading a positive attitude towards education and reading.**

Foster a healthy, positive relationship with the greater Oberlin community by:

- **Organizing literacy events.**
- **Providing a link between the education within the college and the education within the community.**
- **Building a relationship with Oberlin teachers and the school district as a whole**

Live by the Oberlin College motto of "labor and learning" to further enrich our own college experiences by:

- **Developing leadership opportunities in the community for college students**
- **Promoting the educational volunteer opportunities that are available to college students, thereby increasing college involvement in the education of the community.**
- **Recognizing and learning from the community around us.**

CONTACT INFORMATION

(If you can't make a session you need to call your school AND either Drew or Amanda)

AMERICA READS COORDINATORS

Amanda Boege and Drew Tanner
america.reads@oberlin.edu
Center for Service and Learning
68 South Professor Street Oberlin OH 44074
Administrative Assistant – Joey Lindner
Phone: x8055 Fax : x8754

Hours - M-F 8:30-5 Closed Tuesday 10:30-12 for staff meeting. We are usually out to lunch from 12:30-1:30

PRE-SCHOOLS

Oberlin Early Childhood Center (OECC) – 774-8193

317 E. College St.
Oberlin, OH 44074
Director: Nancy Sabath
Assistant Director: Cindy Bowens
Kidsmart: Margaret Young

Head Start Leavitt Rd. – 775-1223 or 775-1515

12075 Leavitt Rd. (N-Rt. 58)
Oberlin, OH 44074
Mail to: 506 Broadway
P.O.Box 245
Lorain, OH 44052
Director: Julie Bowser

ELEMENTARY SCHOOLS

Eastwood - 775-3473

198 E. College St.
Oberlin, OH 44074
Principal: Tracey Frierson

Prospect - 774-4421

36 S. Prospect St.
Oberlin, OH 44074
Principal: Linda Dawson

*Note: You can call 776-4526 to dial into voice mail at the public schools
See next page for your teacher's voice mail number.*

*** To e-mail your teacher at Eastwood or Prospect use the teacher's first initial and last name, followed by @Oberlin.k12.oh.us. For example, Mary Brown: mbrown@Oberlin.k12.oh.us***

AFTER-SCHOOL PROGRAMS

Messengers of God

United Methodist Church
128 Groveland St.
Oberlin, OH 44074
Mazzie Garrett and Jennifer Walsh
440/245-1673

Boys and Girls Club

775-2582
218 N. Pleasant St.
Oberlin, OH 44074

Oberlin Public Library

775-4790

Voicemail for public school teachers

dial 776-4526 and enter the number below when prompted

Teacher	Voicemail
Phyllis Bauman	5010
Elaine Clark	5811
Clay Coleman	5812
Jan DeMarinis	5803
Barbara Enos	5816
Craig Enos	5810
Tamara Forthofer	5008
Sheila Hicks	5814
Christine Hohman	5802
Brigette Kaiser	5002
Cathie Keeling	5903
Janet Kapuscinski	5016
Cheryl Krueger	5020
Sarah Lee	5013
Cindy Moroney	5904
Nancy Monaghan	5012
Michelle Peters	5015
Virginia Rogers	5011
Alison Smith	5004
Jan Thonen	5804
Gail Wood	5815
Steve Zavodny	5808

WHAT TO WEAR? DRESS CODE FOR SCHOOLS



These are good rules to follow when dressing for tutoring:

- Always wear shoes. Open heeled shoes are not allowed some places.
- Hats, scarves, bandanas, etc. should be removed and placed in an appropriate place before you begin tutoring.
- 8. See-through blouses, muscle shirts, bare mid-riffs, tank tops, halter tops or bare shoulder styles are not allowed for men or women.
- Clothing with writing or symbols advertising or promoting drugs, tobacco, alcohol, sex etc. are not allowed.
- beepers, cell phones, walkmen, palm pilots, radios, etc. are not allowed during the school day.

Use common sense and dress comfortably. You may have to sit on the floor or play outside for recess and don't want to be wearing anything that would restrict you. Also, think about what would be distracting for children. If you think what you wear is going to detract from your tutoring session, wear something else. For the most part, however, how you normally dress should be fine for the schools.



LIBRARY CARDS

A literacy tutor working with children must have a library card.

Unfortunately there aren't children books at MUDD. All tutors need to go to Oberlin's Public Library and sign up for a card. While you are there please take time to check out what a cool place it is for kids. Explore the children's section and look for some of your favorite books. Also, check out what they have for adults – besides books they have music and videos.

To obtain a library card you need to present your Oberlin College ID card or some other form of ID with your current address and photo. If you need to get in touch with the library, the number for the help desk is 775-4790. The library is located at 65 S. Main St. (across from the post office which is past the Feve) and is open during the following hours:

M-TH: 10 am-8:30 p m

FR/SAT: 10 am-6 p m

SUN: 1pm-5 pm (September-May)

Tips for Successful Tutoring

- Know your students' name and nickname and learn to pronounce and spell them properly. Ask your students what they want to be called.
- Introduce yourself and be sure your students know your name. Tell them a little about yourself as well.
- Your students may have mixed feelings about being tutored, or biases toward teachers due to past experiences, and may need your constant reassurance and encouragement. Have absolute confidence in their ability to learn. Let them know that teachers, yourself included, are there to teach, not to change them.
- Sit next to, rather than across from, your students. You want to work *with* them, you don't want to teach *at* them.
- Praise your students frequently, but only for genuine success. False praise is counterproductive, and usually recognizable as such by the recipient.
- Give clear directions and make sure they are understood. Remember to talk *to* your students, not *at* them.
- Build on what students know, keeping in mind that everyone learns in different ways and at different speeds.
- Never promise anything you cannot deliver. You may be adding to disappointments that they have already experienced. You must make every effort to show your students that they can have confidence in you.
- Be careful not to overburden or overwhelm your students. They need to be able to feel a sense of enjoyment and achievement.
- Ask open ended questions - questions that need more than a one-word answer or that can be answered with a simple yes or no. Ask questions that require a more thoughtful and complex answer. For example, "Tell me about one of your favorite teachers and why you like her."
- As you build up a rapport with your students, they may trust you enough to share more about themselves. However, there is a delicate balance between interests and prying. Respect their confidence (and you can tell them to respect yours as well). Harm can be done by casual talk or gossip.
- Be patient. Progress can be very slow. Keep in mind that as much as you teach you are also learning, and you are making a much greater contribution than you may realize.
- Share your experiences with your students; let them know that reading is important through out their lives.

Reading Together

Here are five ways to “scaffold” a child’s reading at different levels:

1. **Paired Reading:** Tutor and child read aloud at the same time
2. **Echo Reading:** Tutor reads a word, phrase or a sentence, then the child echoes the reading.
3. **Back-up reading:** Child reads, but pauses to let the tutor read the words the child cannot. Tutor supplies the word and the child continues reading. No “teaching” interrupts the reading.
4. **On my own reading:** Child reads aloud and tries to read difficult words without tutor’s help. Child tells tutor when they need help with a word, then continues reading.
5. **Phrase reading:** For children who read word-by-word, the tutor can help them read in phrases: the tutor reads a phrase with natural rhythm and tone, then the child reads the phrase

Try various ways of reading together and ask the child which way s/he would like to read at each session. A child needs to have successes, feel safe, and enjoy reading, particularly if previous experiences with reading have been frustrating.

By using a reading-together strategy, you allow the child to experiences success, experiment with reading new, higher-level books, and feel safe while reading.

How to judge a book by its cover (and what's inside)

How do you know if a book is the right level for a child?

Pictures	Lots of pictures? No Pictures?
Sentence length	Short sentences? Long Sentences?
Print size	BIG or small?
Type of print	Simple or fancy?
Background	Plain or colorful background?
Repetitive words different?	Lots, lots, lots of the same, same, same or is every word
Rhyming words	It's fun to <u>look</u> at the <u>book</u> you <u>took</u> !
Paragraph length	How many sentences per paragraph?
Story Length	Few pages or many pages?
Words	Common words or unusual ones?

Pre-Education and Education opportunities at Oberlin

Although there is no department of education at Oberlin, students are offered a considerable number of opportunities to assess their interest in teaching as well as in other careers in education. The Curricular Committee on Education has identified courses at Oberlin that are related to the study of education. It encourages students to consider those courses, along with a wide variety of other liberal arts and sciences courses, to prepare for teaching in independent or public elementary and secondary schools, and to help them to probe their own interest in undertaking professional programs at the graduate level.

Oberlin students may gain experience as tutors or classroom assistants. Tutoring experience is available for credit through a number of departments. African American Studies 281 (Practicum in Tutoring) places Oberlin students with students in the Oberlin Public Schools. Two other courses provide opportunities for peer tutoring: Expository Writing 481 (Teaching and Tutoring Writing Across Disciplines), and Learning Assistance Studies 113 (Teaching and Tutoring Quantitative Skills).

Other courses related to education as a profession include African American Studies 181 (Education in the Black Community), 385 (Black Pedagogy), and 388 (Black Tests); Psychology 216 (Developmental Psychology), 219 (Cognitive Psychology), 222 (Educational Psychology), and 503 (Practicum in Educational Psychology); Sociology 125 (Sociological Analysis of Society), 247 (Contested Spaces: Schools and Universities in American Society), 277 (Race and Ethnic Relations), and 378 (Sociology of the African-American Community); and, in the Conservatory, Education 300 (Principles of Education).

Courses offered in Oberlin's Experimental College (EXCO) are typically taught by undergraduates. Teaching EXCO courses gives students yet another way to assess their interest in teaching.

The Education Committee maintains a list of faculty members who are prepared to offer private readings in education, sponsor winter term projects and individual tutoring projects, or advise students on graduate education programs and employment opportunities. The student organization Obies for Education, the Center for Service and Learning, and the Office of Career Services may also be consulted.

Oberlin and the Bank Street School of Education in New York City have instituted a cooperative 5-year program leading to a Bachelor's Degree from Oberlin, a Master's Degree from Bank Street, and certification at the elementary or middle-school level for New York State. (This certificate is transferable to many other states.) Full details of the program are available in the Career Services office.

America Reads

About America Reads:

Introduction National service and the America Reads Challenge

On August 27, 1996 President Clinton announced the “America Reads” initiative with a vital national service component. The goal of this campaign is to ensure that every child can read well and independently by the end of the third grade. To achieve this goal, the President called for a substantial increase in the number of tutors and mentors available to young children. Americorps, Learn and Serve America, and the National Senior Service Corps each play a key role in achieving the Presidents goal of recruiting, training, and supervising a new army of volunteers in our communities and schools.

Why a reading initiative?

Forty percent of children are now reading below the accepted level on national reading assessments. Children who do not read early and read well are held back at the start of their education – and for the rest of their lives. This will be even more true as we move into the high skill workplaces of the 21st century.

The America Reads Challenge strives to get every American to explore the roles he or she can play in improving the reading skills of our young children. People can help both personally and professionally. Parents can instill a love of reading by reading to their children everyday. Individuals can volunteer to tutor with a local literacy program. Teachers, principals and librarians can strengthen children’s reading skills by offering after-school, summer and weekend literacy programs. Local businesses can provide both volunteers and financial support to local literacy programs. National service programs are uniquely positioned to support all of these efforts. Three thousand Americorps members serve as tutor coordinators – recruiting and training volunteers in local communities. Thousands more foster Grandparents, RSVP volunteers and Learn and Serve College students will manage tutoring programs or will provide tutoring. National Service can help our teachers, parents, businesses and individuals achieve the goals of the America Reads challenge through low cost programs that respond to the individual needs of the local community.

Corporation for National Service



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FAX: 440-775-8754
WEBSITE: WWW.OBERLIN.EDU/~CSL
EMAIL: _CSL@OBERLIN.EDU

Our Mission

Our mission is to create an environment that celebrates service as a bold and innovative approach to learning.

We challenge ourselves and the Oberlin College Community to:

- Develop and maintain dynamic partnerships with the Greater Lorain County community
- Make opportunities and resources equally accessible to all segments of the diverse populations we serve
- Promote the continuous integration of academic scholarship and community engagement
- Celebrate the richness of our community by recognizing and respecting the cultures of others through service to the community.