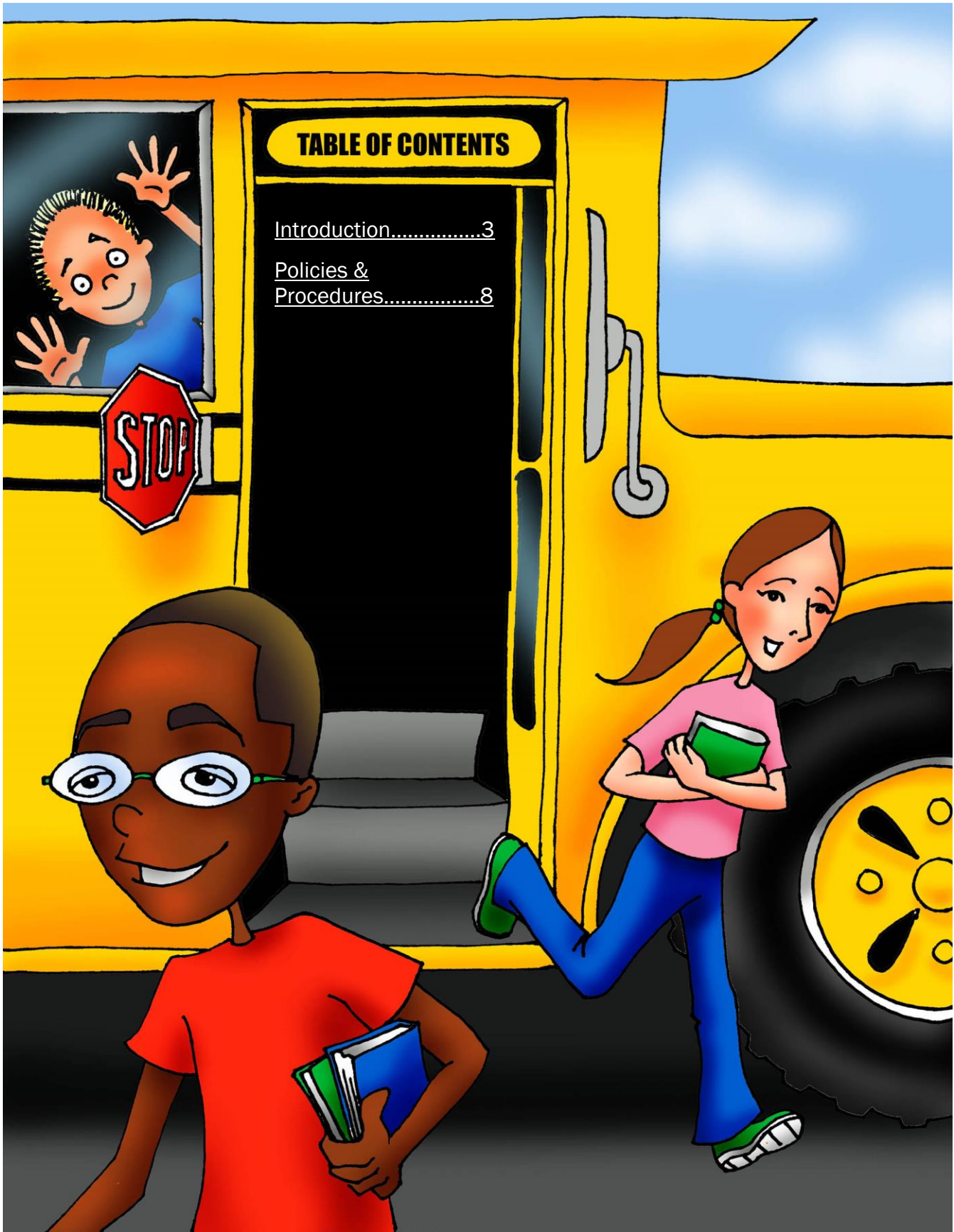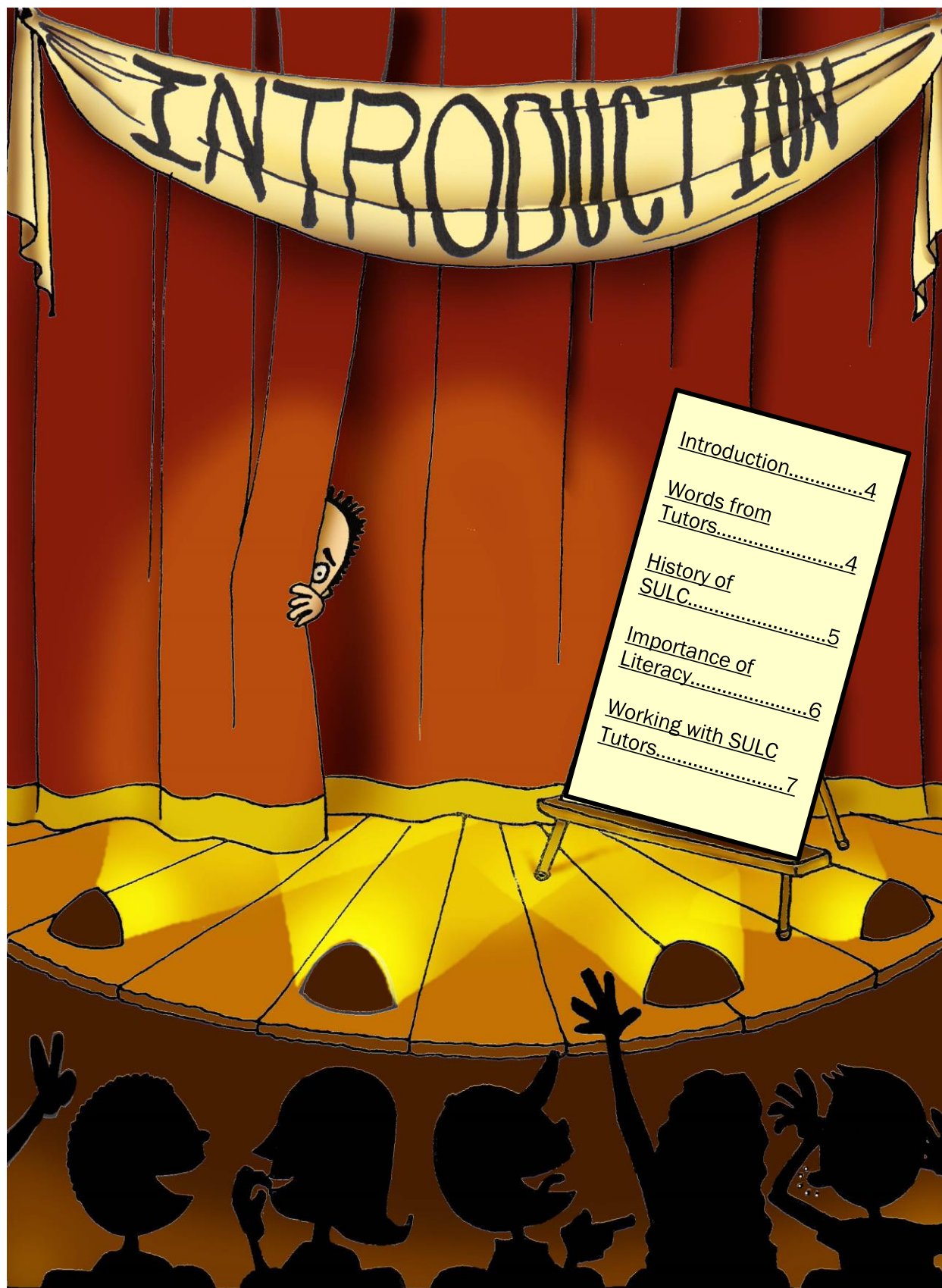# Syracuse University Literacy Corps

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Syracuse University Literacy Corps
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Syracuse University Literacy Corps

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INTRODUCTION

Introduction

This manual provides site supervisors and teachers with an overview of the Syracuse University Literacy Corps (SULC) program. It outlines SULC history, guidelines for working with tutors, policies and procedures tutors must follow, and forms site supervisors and teachers will complete either with tutors or independently throughout the semester. Review this manual to become familiar with the program's structure. If you have any questions do not hesitate to contact Shaw Center literacy staff at literacy@syr.edu or 315-443-3051. Thank you for your continued support and we look forward to working with you this academic year.

Your partnership is integral to the success of Shaw Center Literacy Initiatives facilitated through the Mary Ann Shaw Center for Public and Community Service (Shaw Center). The mission of the Shaw Center is to promote, support, facilitate, and recognize public and community service as a fundamental part of the teaching and learning experience for students, faculty, and staff.

Words from Tutors

"The students I work with, despite only being kids, have a rich perspective on life growing up *in the city of Syracuse. Thus, working together, we can learn from each other and glean perspective from one another through the differences in our lives to help us become more well-rounded citizens of the world."* – Quote from Spring 2015 Tutor

"As a Literacy Corps tutor this semester, I have come to value the great diversity in the city of Syracuse and the importance of work skills. I have learned to appreciate the community and improve my interpersonal skills. In this way, I have found my service experience to be of reciprocal benefit, and hope to continue learning from my supervisors, students and the job itself." – Quote from Fall 2014 Tutor

"From my work experience with LC, I learned that it is imperative that I give my work 150%... Work ethic is a very important attribute for your brand. I believe LC helped me develop skills of responsibility, trustworthiness, and exceptional work ethic through the various workshops and work experiences these past 2 years." – Quote from Fall 2013 Tutor

"My students inspire me with their resourcefulness, creativity, and compassion. My students challenge me to do better. I learn from them all the time." – Quote from Fall 2012 Tutor

"One of the most influential aspects moving forward is patience. This is a huge one for me because it can be so easy to drag my personal life into the workplace and let it affect my overall demeanor... Working with these kids really brightened my life and I found my patience alongside my eagerness to work with them." – Quote from Spring 2014 Tutor

"My motivation to return to tutoring this fall is to continue to help the same kids I've been working with since they were in 1st grade two years ago! So many of them have come such a long way and I feel that my presence, especially in the third grade classroom, is benefitting everyone! The success of the kids that I work with is both reward and motivation for me to keep doing what I do through Literacy Corps." – Quote from Fall 2014 Tutor

History of the SU Literacy Corps

The Syracuse University Literacy Corps (SULC) is a reciprocal learning program born from former President Clinton's "America Reads Challenge" that encouraged community members to get involved with mentoring and tutoring young children to improve literacy. Clinton specifically called upon students at colleges and universities to help with the challenge. The SULC, a response to this charge, is a service learning experience that mobilizes SU students to tutor students at elementary and secondary schools in the Syracuse City School District (SCSD) and community-based organizations (CBO). The program was piloted in 1997 with 15 tutors at an area elementary school. Due to program success, it was later developed into a formal program. Currently, over 200 tutors at 37 different sites are involved with the SULC during the academic year, and the summer program continues with 25 tutors at nine different sites. While the SULC aims to provide reading practice, the influence on the elementary and middle school students goes beyond improvement in reading ability. The friendships and partnerships that result from this collaboration make the program something both recognizable and exciting.

The SULC was started by Pamela Kirwin Heintz, Associate Vice President for Engagement and Director of the Mary Ann Shaw Center for Public and Community Service at Syracuse University. Shaw Center literacy staff, along with former Chancellor Kenneth A. and Mary Ann Shaw, worked to ensure that Syracuse University made significant and positive contributions to the Syracuse community.

The SULC is made possible through Federal Funds. The tutors, although considered volunteers to the school district, are compensated through the Federal Work-Study (FWS) program. From 1997 to 1999, Chase Manhattan Bank provided administrative funding. A generous gift from the Gary and Karen B. Winnick Foundation in the fall of 1999 enabled the Shaw Center to hire a full-time program director and expand the number of tutors and sites for the program. The Winnick Foundation continued its support through 2005. Currently, the Division of Academic Affairs provides administrative funding and support for the SULC.

In 2008, Syracuse University joined forces with Say Yes to Education, Inc. and the Syracuse City School District to pilot the Syracuse Say Yes to Education and Economic Development Demonstration Program. At this time, the Winnick Foundation renewed its support of the SULC by supporting a staff position to oversee the Say Yes Winnick Fellows program. The Say Yes Winnick Fellows is a program of the SULC that provides academic tutoring in support of the Syracuse Say Yes to Education initiative.

The Importance of Literacy

According to Literacy Volunteers of America, Inc. (2002), adult literacy can be defined as "the ability to read, write, and speak English proficiently, to compute and solve problems, and to use technology in order to become a life-long learner and to be effective in the family, in the workplace and in the community."

Literacy is more than a benchmark of academic achievement. Literacy Volunteers of America explains that very few adults are truly illiterate, yet there are many adults with low literacy skills. Considering the amount of text one encounters in daily life, it is clear that being literate is an empowering life skill.

The following are nationwide statistics about literacy:
- People in the United States who are illiterate represent 75% of the unemployed, 85% of the juveniles who appear in court and 60% of prison inmates (Rowland, 2011).
- 32 million adults in the United States, 14% of the population, are illiterate or have low literacy skills (USDOE & NIL, 2015).
- Approximately 1 in 5 high school graduates in the United States have low literacy skills or cannot read at all. (USDOE & NIL, 2015).
- Illiteracy and low literacy in adulthood can have major health impacts. Low literacy has been linked to higher rates of mortality, poorer management of chronic disease, and increased rates of hospitalization. (Pignone & Dewalt, 2006).

With these statistics in mind, the following speaks to the impact of literacy education and SULC tutors:
- As many as two-thirds of learning-disabled children can become average or above-average readers if they are identified early and taught appropriately. (Vellutino et al, 1996; Foorman et al, 1998)

Literacy development begins in early childhood with a child's interaction with books and reading materials. It then progresses to direct experience with written text and the teaching of literacy skills both in and out of the classroom. As Snow, Burns, and Griffin (1998) explain, professionals who have daily interactions with young children play a major role in the prevention of reading difficulties and the cultivation of literacy skills.

Working with SULC Tutors

The relationship between the Shaw Center, site supervisors/teachers, and tutors is critical to our partnership's success. Tutors should be used to enhance student learning without creating unnecessary burdens on supervising staff. In order to do so, establishing guidelines for how tutors and teachers will work together throughout the semester is recommended. Below is a listing of partner responsibilities to aid working with tutors.

Shaw Center Staff

Recruit, hire, and train tutors each semester.

Communicate with site supervisors to set tutor schedules each semester.

Communicate with site supervisors and teachers throughout the semester regarding tutor updates, reminders about program deadlines, etc...

Conduct site visits each semester with site supervisors and teachers.

Support site staff working with tutors and be available to answer questions.

Site Supervisors

Manage tutor schedules and placements within the site.

Fill out the Tutoring Agreement with tutors at the start of each semester.

Serve as an additional resource to tutors when needed.

Support teachers working with tutors.

Pass communications from the Shaw Center on to teachers working with tutors.

Teachers

Tutors have been trained to use materials that may benefit students. Talk with tutors during their first week to determine how they can best support the classroom.

Discuss communication protocol with tutors - a teacher may not be able to give tutors direction each shift. Identify a system that allows tutors to work independently at times.

Each week tutors will have teachers review a tutor log and sign a timesheet. This is a weekly check in point to discuss and provide feedback.

Teachers will be asked to evaluate tutors each semester based on their work with students.

Tutors

Maintain open communication with site supervisor and teachers.

Take initiative in the classroom, follow the teacher's direction, and support students at all times.

Administrative responsibility: get timesheet signed each week, update site staff about upcoming deadlines (Tutor & Program Evaluations), and wear SULC uniform.

Communicate with the teacher, site supervisor, or Shaw Center staff when needing additional support in the classroom.

Policies and Procedures

LISTEN TO THE TEACHER

CLEAN UP AFTER PLAYTIME

NO NNING SIDE

Policies and Procedures

The time that tutors spend in direct contact with students in the schools is only *half* of the tutoring position. While tutors spend time working with students one-on-one and in small groups in their schools, they are also responsible for learning *outside of the classroom*. The other responsibilities tutors must uphold promote personal and professional development and sharpen their tutoring skills.

SULC tutors hold different roles that depend on the work environment: volunteer, employee, role model, student, etc. As such, there are various expectations and codes of conduct based on these roles. Tutors are expected to act professionally and responsibly at all times and, most importantly, remember while in school as tutors they are influential role models for their students. This section includes an overview of the policies of the program, the expectations of tutors, and the procedures that support the success of the SULC.

Overall Expectations

The SULC Tutor position is a unique, challenging, and rewarding learning opportunity. In addition to assisting the community with various learning initiatives, tutors develop life and workplace skills through their site placements and SULC trainings. The Shaw Center has worked collaboratively with school districts and community sites to develop the following set of tutoring expectations:

Maintain Open Communication
- Communicate conflicts, questions, and concerns to Shaw Center literacy staff and supervisors in advance and in a professional manner.

Administrative Responsibility
- Meet all deadlines – timesheets, tutor reports, tutor logs. All are critical aspects of the job and failure to comply will lead to disciplinary action.
- Timesheets will not be processed if work is incomplete. For more information on timesheets, see pages 13-14.
- Follow absence/sick day policies and procedures. See pages 11.
- Attend three trainings per semester (return/new, in-service, and final). See page 15.

Professionalism
- Be engaged! No cell phones, no sleeping, no homework while at your work site.
- Wear LC uniform. See page 10.
- Never be alone with a student
- Maintain confidentiality. See page 11.

Personal Responsibility
- Monitor work-study funds over the semester; tutors that have depleted their work-study funding will be terminated.
- Take initiative! Successful tutors work the best when they engage without having to be prompted constantly by their site supervisors.

Job Responsibilities: On-Site

<u>Appearance</u>

The dress code for the SULC is simple but professional. Tutors are provided with an SULC t-shirt, bag, nametag, and lanyard. Every person who enters a school or community facility must have some kind of identification in order to be easily identified by staff on site. Therefore it is imperative that tutors wear their shirts and nametags at all times while at their sites. It presents a serious security risk when SULC tutors are not in uniform. Violation of uniform policies will lead to disciplinary action and removal from site without pay.

SULC T-shirts:
- Can be worn tucked in or out, but cannot be altered in any way that may be deemed inappropriate or offensive (such as being cut off or tied up).
- T-shirts cannot have anything obstructing the SULC logo on the back of the shirt. This includes scarves, jackets, coats, sweaters and hoodies. SULC encourages tutors to wear long-sleeves under their T-shirts if needed.
  - Tutors are also welcome to purchase SULC sweat shirts in the Shaw Center literacy office that can be worn in place of SULC T-shirts for $25.
- Additional T-shirts can be purchased for $10.
- Payment plans are also available at a tutor's request.

Pants and Bottoms:
- Appropriate dress includes khakis and jeans, but never bottoms that are torn, ripped, or expose underwear. Knee-length skirts and shorts are also appropriate, weather permitting.
- No revealing clothing, sweatpants, or leggings-style pants.

Headwear and Other Miscellaneous Items:
- Tutors are expected to follow all of the policies of the district, including, but not limited to the prohibition of hats, headbands, and other headwear. This policy is in effect year-round and *includes winter hats.*

Name-tags:
- SULC Name-tags must be legible, on-display and easily visible as it is considered a part of the SULC uniform. If a tutor's name-tag is lost or damaged, it is the tutor's responsibility to contact Shaw Center literacy staff to promptly replace the name-tag.

Attendance Policy

Tutors are responsible for each shift they are scheduled to work. The Mary Ann Shaw Center for Public and Community Service schedules transportation and site visits around tutor schedules. Therefore, tutors are only allowed a certain amount of absences.

- Tutors who work both Fall and Spring semesters in an academic year are allowed 2 Sick Days and 2 Approved Absences. Typically, a tutor would use a Sick Day and an Approved Absence in the Fall semester, and another Sick Day and Approved Absence in the Spring semester.
- Tutors who work only one semester (Fall or Spring), are allowed one Sick Day and one Approved Absence for that semester.

Site supervisors and students come to rely upon the consistent schedule provided. If tutors need to request time off, they *must* do so in advance. **Tutors must notify their site supervisor in addition to notifying Shaw Center literacy staff when using an absence.** The following is an explanation of attendance policies and procedures:

Attitude/Demeanor

While individuals certainly have their own personality and teaching/learning style, we expect tutors to convey an attitude of professionalism, enthusiasm, and sincere interest in their work. Students take behavioral cues from adults and value the trust from these relationships. That trust is compromised if a student feels that a tutor is not in the mood to engage with them.

Confidentiality

Tutors work closely with students, teachers, guidance counselors, school administrators and site supervisors. As part of their position, tutors may be privy to confidential and sensitive information while tutoring and therefore should hold in complete confidence any personal information they learn.

Similarly for a tutor's privacy and safety, tutors are prohibited from disclosing their personal contact information beyond what is necessary for the job. If a student or teacher wishes to communicate with a tutor, they may do so by contacting the Mary Ann Shaw Center for Public and Community Service; 237 Schine Student Center; Syracuse, NY 13244 or via phone at 315-443-3051, and Shaw Center literacy staff will forward the information.

Job Responsibilities: Off-Site

Electronic Communication

Due to the large number of tutors and the need to keep everyone up to date on issues as they occur, Shaw Center uses e-mail and regularly scheduled debriefings to communicate. Shaw Center maintains an email distribution list for all tutors. Tutors are expected to **check emails daily** and update Shaw Center on any changes in their email addresses.

Each week, tutors will receive a *Corps Report* via email. The *Corps Report* is a weekly newsletter that announces all new program updates, reminds tutors of upcoming deadlines and key dates, and serves as a means to communicate with all active tutors at one time. Hard copies are also posted outside the Shaw Center literacy office.

Blackboard, a web-based program, is used by the SULC as a transportation and scheduling tool (blackboard.syr.edu). Tutors are expected to log in on a regular basis to check for announcements, schedule updates, and check daily transportation schedules. Tutors should also use Blackboard to submit Tutor Reports.

Shaw Center literacy staff are also invested in supporting tutors in whatever they need to become successful tutors. If tutors have any questions or immediate concerns, they are always welcome to email SULC at literacy@syr.edu or schedule an appointment.

Evaluation

Tutors' performances are evaluated not by their capacity to recite a specific tutoring model, but by how well they can apply and adapt a process model in the classroom context. Tutors are formally evaluated each semester by site supervisors/teachers and the Shaw Center literacy staff. This evaluation is based on jointly constructed expectations and takes into consideration the complexity of relationships and settings that the tutors are asked to navigate (see pages 29-30 for a sample evaluation).

Shaw Center literacy staff members also conduct periodic site visits to each tutoring site. During these site visits, Shaw Center literacy staff meet with designated site supervisors at each site to evaluate tutor performance. Staff supervising a SULC tutor should contact the site supervisor or Shaw Center literacy staff with any questions or concerns about the SULC tutors working within their site.

On the other end of evaluation, Shaw Center literacy staff ask tutors to fill out evaluation forms to receive feedback on the workshop at the end of every training and how to improve future trainings. In final tutor training, Shaw Center literacy staff asks tutors to fill out evaluation forms about the program as a whole. In short, SULC thrives on both giving feedback to tutors and receiving feedback from tutors to make the program, and therefore the impact, much more successful.

Wednesday Procedures

Tutors are expected to review the weekly Corps Report, stop by the Shaw Center literacy office each Wednesday to drop off a timesheet, tutoring log, and complete the Question of the Week. Tutors must hand in their timesheet in person; due to Federal law, **no one else can submit a tutor's timesheet for them**. At that time, all program updates are shared. Tutors who have issues with this process are required to talk with Shaw Center literacy staff regarding their concerns.

Timesheets can only be submitted **in person by the tutor** unless prior arrangements have been made with the Shaw Center literacy staff. Tutors with pre-approval from the Shaw Center literacy office may submit their timesheet in the after-hours folder located right outside of the office. If arrangements have been made, please leave timesheet in orange folder outside the office.

Tutoring logs allow tutors to document activities, tasks, and books read with students. Tutoring logs are printed on the back of timesheets to encourage supervising site staff and tutors to communicate about tutee progress and make suggestions regarding tutor interventions. Tutors and site staff should review the tutoring log weekly when signing timesheets in order to check in on tutor and tutee progress at the site.

Blank and completed examples of the Timesheet / Tutoring Log document can be found in the Important Forms section (see pages 22-27).

The Syracuse University payroll schedule for hourly employees runs from Thursday to Wednesday. To receive a weekly paycheck without interruption, timesheets must be turned in each Wednesday by 7:00PM. Paychecks are paid out a week after a timesheet is turned in. For example, if a tutor submitted a timesheet on Wednesday, August 20th, then they should expect their paycheck will be available on Wednesday, August 27th.

<u>Timesheet/Payroll</u>

Timesheets are federal documents and can be audited at any moment. Therefore, the timesheets must be filled out carefully in order to comply with Federal Work-Study procedures. All information written on timesheets must contain the following:

- Legible handwriting
- All information must be in blue/black Ink ONLY
- Signatures are in the correct spot (employee vs. supervisor)
  - o It is **not acceptable** to have a site supervisor/teacher sign the timesheet before a tutor completes weekly tutoring hours.
- Site Information is correct
  - o If a tutor works at multiple sites, hour from each site are recorded on separate timesheets with the appropriate site supervisor/teacher's signature at the bottom of each document.
  - o Training, in-services, and extra work opportunities are recorded on a separate timesheet, and "SULC Training" would be recorded as the site.
- Record Sick Days/Approved Absences on timesheet.
  - o Plan ahead! Tutors should refer to the *Key Dates* document on Blackboard to make sure they know when they need to have their timesheet signed early (holidays, no school days, approved absences, breaks, etc…).
- **If a tutor works more than 6 hours, they must take and record a 30 minute break on their timesheet.**

<u>Disciplinary Action Regarding Timesheets</u>

Federal documents contain important information. Tutors who do not fill out timesheets correctly, who do not get them signed, and/or who do not complete their tasks for the week will face delayed timesheet processing and disciplinary action. Unless a timesheet is signed by the site supervisor/teacher and turned into the office by 7:00PM on Wednesday, <u>a paycheck cannot be processed</u> as timesheets are processed immediately at 8:30AM. Thursday morning.

Falsifying hours on a timesheet is strictly prohibited. Consequences for a tutor who falsifies hours on a timesheet include:

- Loss of Federal Work-Study for the rest of their college career
- Immediate suspension of Financial Aid package
- Repayment of amount falsified
- Referral to Office of Student Rights & Responsibility
- Termination from SULC

<u>Tutor Training & Reflection Sessions</u>

The Shaw Center describes the tutoring experience as one of service-learning. While the definition of service-learning has been debated, most service learning scholars would agree that three components help characterize an experience as service learning: reciprocity, reflection, and a community defined need (Kendall, 1990).

With this in mind, the Shaw Center provides tutors with preliminary training and requires continuous training and reflection sessions throughout the academic year. Tutors are required to attend all training and reflection sessions. Training dates are distributed at the beginning of each semester. Every effort is made by Shaw Center literacy staff to schedule training sessions around the tutors' academic schedules. If a tutor has a conflict with a scheduled training time, they should notify the Shaw Center literacy staff of the conflict at least two weeks in advance.

Prior to entering the field, tutors participate in an intensive day-long training session (New Tutor Orientation). Once entering the field, tutors must engage in:

- An In-service Training
    SULC will offer a variety of 90 minute workshops throughout the middle of semester at various times. Tutors must choose a minimum of 1 training that **fits** their schedule and is applicable to their site needs. Tutors must arrive promptly as, if they arrive late, they will not receive credit for having attended the training. Tutors can attend up to 3 different in-service trainings if they have sufficient Federal Work-Study funding.
- Final Tutor Training
    In this training, all tutors come together to review and reflect on semester. What went well? What could be improved upon for the next semester? SULC also invites a guest speaker to offer insights and new perspectives for tutors.

New Tutor Orientation is only required the first semester a tutor works with the SULC. In subsequent semesters, a tutor must attend Returning Tutor Training, an In-Service Training, and the Final Tutor Training of the semester for a total of **3** trainings per semester.

In-service topics in past have included:

- Bullying Prevention and Intervention
- Working with Students with Disabilities
- Strategies for Working with English Language Learners
- Access, Equality, and Diversity in Education

In addition, tutors are invited to make suggestions for future topics for trainings and give feedback on past and present trainings.

<u>Reflections</u>

Tutors are expected to complete reflections by the deadlines set by the Shaw Center literacy staff including the Reflection Connection and Tutor Reports. Reflection can be described as stepping away from an experience to think about and learn from it. Reflection Connections are completed in person at the first and final tutor trainings each semester. Tutor Reports are completed twice a semester via blackboard. Both reports are an important part of the SULC experience, as reflection is a key component of service learning. The following is the Tutor Report Rubric and an example of a Reflection Connection can be found on <u>page 17</u>.

<u>Tutor Report Rubric</u>

This rubric shows how each question will be scored. Tutor Reports consist of short-answer questions worth 10 points each. Tutors who receive scores that are 10 or more points below the total available or who frequently submit late reports will have to meet with a Shaw Center literacy staff member.

Question Score	Word Count	Grammar and Spelling	Attention to Detail	Critical Thinking	Content
10	75-100 words	No spelling or grammatical errors	Answered all aspects of the question	Response includes extraordinary analysis, synthesis, interpretation, and/or other critical manipulation of ideas	Response includes examples of reciprocal learning between the tutor and tutee
5	50-75 words	One to two spelling or grammatical errors	Answered half of the question	Response includes some analysis, synthesis, interpretation, and/or other critical manipulation of ideas	Response includes an example of tutor OR tutee learning
1	25-50 words	More than two spelling or grammatical errors	Answered less than half of the question	Response does not include analysis, synthesis, interpretation and/or other critical manipulation of ideas	Response does not include any example of learning

Reflection Connection

Name:_____   Date:_____

This academic year, you were asked to focus on developing professional skills and to take risks at your site to develop your tutoring style. From these challenges what did you learn about your work ethic that will aid you in your summer internships, work opportunities, or other endeavors?

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Transportation Procedures

The Mary Ann Shaw Center for Public and Community Service transports over 400 students to various Syracuse City schools and community based organizations in the community every week. Access to the transportation service is a benefit of employment with Shaw Center.

The transportation is not a point-to-point service; riders must be at their designated pick-up location at the time arranged at the beginning of the semester. As with any public transportation system, if an individual misses a scheduled run, the driver will not return to pick them up. Individuals who continually miss their pickup will lose access to this system and will be responsible for finding other means of transportation. Shaw Center discourages the use of site placement and/or school staff for transportation.

Weather Related Cancellations

During the winter months, school districts and/or community-based organizations (CBO) may cancel classes due to extreme weather conditions. Tutors should watch the major TV stations (ABC, CBS, NBC) or listen to radio stations to determine if schools have been closed. Tutors are also encouraged to sign up for text alerts from local news website syracuse.com and/or www.localsyr.com.

Tutors should check Blackboard or call (315) 443-3051 to contact Shaw Center literacy staff about weather related cancellation information. Additionally, Shaw Center staff reserve the right to cancel transportation when road conditions are poor, even if school districts and/or CBOs remains open. If Shaw Center does cancel transportation independent of school districts and CBOs, tutors who provide their own transportation are not expected to tutor. If an absence is due to a weather cancellation, tutors should record "Snow Day" on their timesheet.

Two-Hour Delays

School districts and CBOs may also engage in two-hour delays during the Winter. In other words, schools may start two hours later in the day (10AM for example instead of 8:00am) instead of outright cancelling class for that day. For SULC tutors, this means that all morning shifts will be cancelled. Late morning (10:30am and forward) and afternoon shifts will run as scheduled.

In the case of tutors scheduled for full-days, the Shaw Center observes the following procedure: should tutors be able to find their own transportation to their site when it opens, then the Shaw Center will provide transportation back to campus. Tutors must call the Shaw Center to secure a ride back to campus. For example, if a two-hour delay was announced for a Monday and a tutor was scheduled to leave campus at 8:30am to end their shift at 1:30pm, that tutor has one of two options:

- Find their own transportation to their site, and tutor as scheduled.
- Stay on-campus and mark their timesheet accordingly ("2-Hour Delay").

Any absence because of a two-hour delay or weather cancellation will not count against a tutor, however, tutors are **NOT** paid for dates when schools/sites are closed.

<u>Field Trips to Campus</u>

Although the Shaw Center literacy staff hope that tutors will build relationships with their students, tutees may not accompany their tutors to campus either for a field trip or for recreation. Because of the risks associated with bringing students to campus, only SULC organized visits or trips organized by a tutor's site are permissible. If a tutor wishes to explore a visit to campus, Shaw Center literacy staff must be contacted to oversee and negotiate arrangements. SULC also encourages tutors to get involved outside of SULC with other extra-curricular organizations that engage with the Syracuse Community to bring elementary and middle school students on-campus.

Disciplinary Action Procedures

In accordance with the Student Employment Office's Disciplinary Action policy, failure on the part of a tutor to meet job expectations or follow appropriate procedures as outlined in this manual will result in disciplinary action. The Shaw Center literacy staff makes every effort to follow a three-step discipline process:

- **A verbal warning for the first offense:** the tutor and Shaw Center literacy staff will communicate via e-mail, phone, or in person to discuss the violation.
- **Probation for the second offense:** The tutor and Shaw Center literacy staff will meet and outline the terms of probation using a "Probation Agreement" document.
- **Suspension and/or termination will result for any additional offenses.**

Members of Shaw Center staff recognize that the tutoring position is a learning experience. The above disciplinary process is followed in an effort to facilitate the development of positive workplace skills and behaviors. In some instances, a tutor's behavior may warrant more extreme action such as when a timesheet is altered, which is considered a federal offense. Shaw Center literacy staff members reserve the right to immediately suspend or terminate a tutor in such circumstances. Examples of such circumstances include, but are not limited to:

- Not monitoring work-study allotment or changing on-campus work status without notifying or asking permission from Shaw Center literacy staff
- Falsifying a timesheet
- Consuming or being under the influence of intoxicants or illegal drugs while working
- Deliberate insubordination
- Theft of University, district, or student property
- Failure to adhere to school/site policies
- Inappropriate use of Blackboard as deemed such by University or Shaw Center policy.

Federal Work-Study Earnings Information

The Syracuse University Literacy Corps (SULC) is a response to President Clinton's "America Reads Challenge." The Challenge provides Federal Work-Study (FWS) funding for college students to tutor in the community. Tutors involved with the SULC must have a FWS award in order to participate. *If a tutor uses the work-study allotment before the end of the academic year, the tutor will be terminated.*

It is the tutor's responsibility to monitor their FWS throughout the academic year. Because the tutor pay rate is 100% FWS, the FWS award depletes more quickly. In an effort to prevent the depletion of the FWS award before the end of the semester, the Mary Ann Shaw Center for Public and Community Service asks tutors to be aware of the following:

- Tutors typically work from 8 to 10 hours per week depending on their FWS allotment. Shaw Center literacy staff will help to schedule hours per week based on a student's work-study allotment and pay rate, but students are responsible for monitoring their own balance.
- SULC must be listed as the tutor's primary employer (see other employers to arrange this). This listing helps SULC monitor FWS use more closely.
- Tutors may not hold other FWS positions on campus. Tutors who feel they must work another position for financial reasons can receive additional tutoring hours. If tutors still feel they need to hold an additional position, they should speak with a member of Shaw Center literacy staff.

The above guidelines help prevent the premature depletion of a FWS allotment as early departure from tutoring sites ultimately affects the students we work with the worst. The SULC prides itself on the relationships that are built between tutors, site supervisors, teachers, and students.

Student Employee Rights and Responsibilities

The Mary Ann Shaw Center for Public and Community Service seeks to provide a positive educational experience for tutors and students in a safe and healthy work environment. The Syracuse University Student Employment Office provides a detailed list of the rights and responsibilities of student employees on its web site (http://humanresources.syr.edu/worklife/respectful/).

The web site also includes information about the *Syracuse University Sexual Harassment Policy*. Information regarding a safe and healthy work environment, including the *Syracuse University Sexual Harassment Policy*, is also covered in tutor training. The following is a brief overview of the definition of sexual harassment and the types of behavior harassment might include. The complete policy can be found in the *SU Student Handbook*.

In short, Syracuse University believes in the right to a respectful workplace for all employees. A respectful workplace includes the right to a physically safe environment, the right to an environment free of discrimination, and the right to be treated with respect while at work. This is to ultimately foster a community of caring, understanding, and connection (Maxwell-Curtin, 2015).

Key Facts

- Intention versus Impact: Simply because someone did not have malicious intent behind a biased behavior (an inappropriate joke, comment, or interaction) is not a good enough legal defense.
- Quid Pro Quo: Also known as "This for That," constitutes giving someone a work or academic benefit in exchange for sexual or other social favors. These interactions are classified as a form of harassment and should never be tolerated.
- Unwelcome versus Welcome: It does not matter if the person offended in an interaction did not express displeasure or discomfort with the behavior (verbal, non-verbal, physical, etc). Toleration is never the same as welcoming an interaction.

(Maxwell-Curtin, 2015)

Just as tutors are expected to not engage in any of discriminatory, biased-influenced, and/or disrespectful behaviors in their work settings, they should not tolerate these kinds of behaviors directed towards them. As discussed in training, if tutors are placed in an uncomfortable situation at any time during their tutoring placement, they should **immediately contact** a professional member of Shaw Center literacy staff.

<center>### Important Forms</center>

Timesheet / Tutoring Log

Refer to pages 23-26 for examples of blank and completed timesheet/tutoring log forms. Tutors should print these forms on their own and bring them to the site each week; blank forms are available on Blackboard. Tutoring logs are printed on the back of timesheets to encourage weekly communication between site supervisors/teachers and tutors. To ensure hours are recorded accurately refer to the timesheet calculator provided, see page 27.

Tutoring Agreement

Syracuse University Literacy Corps (SULC) tutors must give their site supervisor/teachers some forms throughout a semester as a SULC tutor. Within two weeks of beginning tutoring, a *Tutoring Agreement* must be filled out by the tutor and the site supervisor. This form is used to finalize which classrooms and teachers a tutor has been assigned to, what that site supervisor's signature looks like, and to confirm that a tutor communicated with the site supervisor about their weekly schedule. Timesheets also cannot be processed without this form completed. Tutors can find an example of a *Tutoring Agreement* on page 28.

Tutor and Program Evaluations

Another form that must be filled out by a site supervisor/teacher is a *Tutor and Program Evaluation*. *Tutor and Program Evaluations* are forms in which site supervisors/teachers assess tutors' strengths and weaknesses, describes tutors' roles in the classrooms, and communicates to Shaw Center literacy staff what they need from the program itself to succeed in the future. These forms are confidential, and therefore must be turned in with a sealed envelope or mailed by the teacher to the Shaw Center directly. An example of a *Tutor and Program Evaluation* can be found on pages 29-30.

Weekly Time Sheet

Student Employee: _____   **Title:** <u>SU Literacy Corps Tutor</u>

Student I.D. _____   **Site** _____

Department: <u>MAS Shaw Center</u>   **Loc. Code:** <u>1003</u>   **Supervisor:** <u>Pamela K. Heintz</u>

Payroll Week of: 09/10/15 to 09/16/15

Date	Time In	Time Out	Time In	Time Out	Total Hours
Thurs 09/10/15					
Fri 09/11/15					
Sat 09/12/15					
Mon 09/14/15					
Tues 09/15/15					
Wed 09/16/15					
				Weekly Total:	

_____   _____

Employee Signature   **Date**

I hereby certify that the above is a true statement of the actual hours worked by the student listed above.   Furthermore, the student has performed his / her job in a satisfactory manner.

_____   _____

Site Supervisor's Signature   **Date**

_____   _____

Alternate Signature   **Date**

Position:

Comments:

_____   _____

Literacy Corps Supervisor's Signature   **Date**

DUE TO FEDERAL AUDIT REQUIREMENTS, THIS COMPLETED TIMESHEET MUST BE KEPT FOR 5 YEARS FROM THE DATE LISTED ABOVE. THERE ARE NO EXCEPTIONS.

SULC Tutoring Log

Tutor Name: _____Otto Orange_____   Site: _____Van Duyn Elementary_____

Review your log with your site supervisor/teacher each week when you get your timesheet signed.

Submit 1 log to the Literacy Corps Office each week.

Date	1:1 Small Group Whole Group	ELA Math Specials Other Content Areas	Summary of Interaction:

Sample Timesheet

Weekly Time Sheet

Student Employee: _Otto Orange_   Title: **SU Literacy Corps Tutor**

Student I.D. _215397158_   Site _Ed Smith_

Department: **MAS Shaw Center**   Loc. Code: **1003**   Supervisor: **Pamela K. Heintz**

Payroll Week of: **09/10/15 to 09/16/15**

Date	Time In	Time Out	Time In	Time Out	Total Hours
Thurs 09/10/15					
Fri 09/11/15					
Sat 09/12/15					
Mon 09/14/15	8a	12:30p			4.5
Tues 09/15/15					
Wed 09/16/15	8a	12:30p			4.5
				Weekly Total:	9

Otto Orange   9-16-15
Employee Signature   **Date**

I hereby certify that the above is a true statement of the actual hours worked by the student listed above. Furthermore, the student has performed his / her job in a satisfactory manner.

Anne Taylor   9-16-15
Site Supervisor's Signature   **Date**

Alternate Signature   **Date**

Position:

Comments:

Literacy Corps Supervisor's Signature   **Date**

DUE TO FEDERAL AUDIT REQUIREMENTS, THIS COMPLETED TIMESHEET MUST BE KEPT FOR 5 YEARS FROM THE DATE LISTED ABOVE. THERE ARE NO EXCEPTIONS.

SULC Tutoring Log

Tutor Name: _Otto Orange_   **Site:** _Van Duyn Elementary_

Review your log with your site supervisor/teacher each week when you get your timesheet signed.

Submit 1 log to the Literacy Corps Office each week.

Date	1:1 Small Group Whole Group	ELA Math Specials Other Content Areas	Summary of Interaction:
10/5	1:1	Reading "Esio Trot"	One of my students and I took turns reading alternate pages of a book. Afterward, we completed a graphic organizer with parts of the story (author, title, setting, characters, problem, solution, etc.)
10/6	Small Group	Math	I worked with a small group of students on using number bonds to solve addition word problems on their personal whiteboards.
10/7	Whole Group	Specials	I assisted the librarian and my classroom teacher in supervising the class writing letters to the governor during library time.
10/11	Small Group	Other Content Areas (Social Studies)	I worked with a small group of students on creating a map of the Oregon Trail.

Time Sheet Calculator

All time sheets are to be calculated in percentages using the following chart.

Minutes	Percentage
0	0
1-6	.1
7-14	.2
15	**.25**
16-18	.3
19-24	.4
25-30	**.5**
31-36	.6
37-44	.7
45	**.75**
46-48	.8
49-54	.9
55-60	**1**

Example:

Time In	Time Out	Total Hours	
Mon. 8:00	2:35	6.6 Correct	~~6.35 Incorrect~~
Wed. 4.05	6:45	2.9 Correct	~~2.55 Incorrect~~

9.5 Total Hours

It is very important that the time sheets are calculated according to the numbers on this sheet. You will be asked to recalculate your timesheet if it is not correctly calculated when you turn it in.
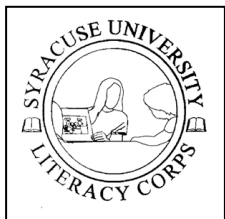
SU LITERACY CORPS
TUTORING AGREEMENT
Mary Ann Shaw
Center for Public & Community Service
237 Schine Student Center
Phone: 443-3051   Email:literacy@syr.edu   Fax: 443-3365

Tutor Information

Name: _____   Semester: _____

Site: _____   E-mail: _____

Tutor Schedule Agreement

Beginning on _____ my tutoring hours on site will be:

M: _____   T: _____   W: _____   R: _____   F: _____

I, _____, have negotiated the above stated hours with my site supervisor and have read the Literacy Corps Program Manual. I have discussed the University's academic calendar with my site supervisor and have arranged for any schedule discrepancies. I understand that I must communicate with LC and site staff regarding any absences or emergencies immediately. In addition, I understand the sensitive nature of information that I may learn during my tutoring responsibilities and will hold in complete confidence any personal information I might learn.

Site Supervisor / Communication Information

Supervisor's Last Name _____   Supervisor's First Name_____

Phone #: _____   E-mail Address:_____

Tutor is assigned to work with the following:

Teacher: _____ Grade Level: _____ Room #: _____

Teacher: _____ Grade Level: _____ Room #: _____

Teacher: _____ Grade Level: _____ Room #: _____

In the event that tutors take absences that are not agreed upon ahead of time, they should contact the following to communicate their absences:

Contact's Name: _____   Contact's Position: _____

Phone #: _____   E-mail Address:_____

I have negotiated the above schedule and communication method with the tutor and I am satisfied with the arrangements. In addition, the student has provided me with a copy of the Literacy Corps Program Manual and timeline for the semester. I understand that I will be sent a brief evaluation form at the conclusion of each semester to provide feedback about the Literacy Corps in general, and about the tutor's performance specifically.

Signed: _____ Date: _____
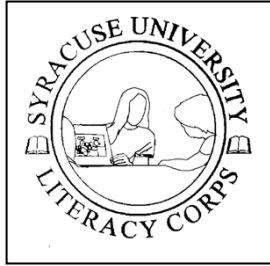
SU Literacy Corps
Tutor and Program Evaluation for Site Supervisors/Teachers
Semester: _____ Year: _____
Mary Ann Shaw Center
For Public & Community Service
237 Schine Student Center
Syracuse, NY 13244
Phone: (315) 443-3051
Email: literacy@syr.edu
Fax: (315) 443-3365

Tutor's Name: _____   Site Name: _____

Supervisor's Name: _____   Title: _____

How many years have you worked with the Literacy Corps program? _____

Part 1 - Please provide the following information about the students the tutor interacted with this spring. Please provide exact numbers.

---

1. How many students are in your classroom or program? _____

2. From the number stated in #1, how many students does the tutor work with on a consistent basis? _____

3. Given the number of students tutored on a consistent basis, how many students' performance has improved? **By performance, we mean academic skills & abilities, social attitudes, self-esteem, or involvement /investment in the classroom environment.** _____

Part 2 - Using the criteria that follows, circle the number that best reflects your judgment about the tutor's performance relative to the statement provided:

1 -Unacceptable; **2** -Below Average; **3** - Average; **4** -Above Average; **5** – Exceptional; **0** – Not Applicable

---

Tutor was well prepared for position.	1	2	3	4	5	0
Tutor was able to work with and understand students from a wide variety of backgrounds & with individual needs.	1	2	3	4	5	0
Tutor was effective in improving the level of literacy of the children tutoring.	1	2	3	4	5	0
Tutor interacted appropriately and positively with children a the site.	1	2	3	4	5	0
Tutor was punctual and attended regularly.	1	2	3	4	5	0
Tutor was open to suggestions for improvement.	1	2	3	4	5	0
Tutor interacted appropriately and positively with staff at the site.	1	2	3	4	5	0

(over)

> **Part 3** - Please provide written responses, including actual examples, to the open-ended questions that follow.

Please explain the tutor's role in your classroom. What contributions did the tutor make to your site or classroom?

_____
_____
_____
_____

Please share any anecdotes or specific examples (stories) that demonstrate the tutor's interaction, influence, and contributions in your classroom or how the tutored students' performance was affected as a result of tutoring.

_____
_____
_____
_____

Please comment on communication with the SU Literacy Corps program including usefulness of written materials.

_____
_____
_____
_____

Please share any suggestions you have about ways to improve the SU Literacy Corps program.

_____
_____
_____
_____

Thank you for your time and support.