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Syracuse University Literacy Corps

A Shaw Center Initiative



Literacy Corps In-Service Training Report Fall 2017

Literacy Corps in-service trainings provide tutors with the opportunity to develop conceptual understanding and skills that are fundamental to their personal/professional growth and to strengthen their ability to work with K-12 students. As a result of these trainings, tutors will:

- Develop a variety of transferable teaching and learning strategies.
- Develop an awareness/understanding of the complexities of urban education.
- Develop skills needed to adapt to and work within a diverse teaching/learning environment.
- Develop an awareness of different learning styles.

Tutors are required to attend at least one in-service per semester. The trainings address topical areas related to urban education, tutoring strategies, and how their tutoring experience relates to tutors' academics or personal life philosophies. Presenters include keynote speakers, Syracuse University faculty and staff, K-12 professionals, members of the Syracuse community, and current/former Literacy Corps tutors.



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In-Service Trainings & Reflections

Session 1: “Deej” Film Screening and Discussion

Facilitated by: DJ Savarese

This in-service provided an opportunity for tutors to learn about and discuss different elements of working with students of different abilities.

“Something I learned about the complexities of urban education was that sometimes there aren’t as many resources as there should be for those who learn differently. Also, that there should be more opportunities in the education system for everyone to get a chance.”
- SULC Tutor, iSchool ‘20

Session 2: Community Theater

Facilitated by: Sarah Schieffelin

This in-service provided tutors improvisational games that help build confidence, study skills, and focus along with the skills to build a toolbox of educational games to play with their students.

“Often times when working with students they are distracted by personal and other troubles. Having this activity made me re-evaluate how to take the time to understand my students on a more emotional level.”
- SULC Tutor, A&S ‘19

Session 3: I Did What?

Facilitated by: Tracy Tillapaugh, Syracuse University Career Services

During this in-service tutors learned how to effectively reflect their experiences on resumes and discuss them in interviews. This valuable in-service helped tutors articulate the skills they have learned and discuss them in relation to their field of study.

“Literacy Corps is an experience that should be on our resumes no matter what job we are applying for. I have learned how to add SULC to my resume to show skills I have obtained”
- SULC Tutor, SOE ‘18

Session 4: The Precarity of Inclusion & (Be) Longing: The Experiences of Incarcerated and Refugee/Asylum-Seeking Youth in Schools

Facilitated by: Syracuse University School of Education

Tutors attended a panel presentation that explored how schools can better support immigrant, refugee, & asylum-seeking youth and their families. This presentation was part of the Douglass P. Biklen Landscape of Urban Educational Lecture Series.

“I think in urban education it is imperative that curriculums focus on academic content but also integrate an awareness of companionship amongst students. Urban education cannot solely depend on teaching traditional curriculums because it won’t stimulate and include all students in a meaningful education.”

-SULC Tutor, SOE & A&S ‘17

Session 5: Spoken Word Workshop

Facilitated by: Cedric Bolton, Syracuse University Office of Multicultural Affairs

This interactive workshop showcased how tutors can engage young students in literacy using spoken word and poetry.

“Today I learned how to incorporate poetry into my daily teaching at my school/site, not only for academic learning but to allow students to open their minds and hearts and express anything they have tucked away, allowing me to learn how to connect with my students.”
- SULC Tutor, A&S ‘20

Session 6: Self-Care Workshop

Facilitated by: Corps-Council Members, Dulce Morales and Nicole Jenkins

During this in-service tutors engaged in an interactive workshop where they had a space to reflect on how they practice self-care in their own lives. Tutors were also able to learn more about different strategies to practice self-care.

“I learned that the more you accept yourself and set aside time for yourself, the better you are at maintaining your composure in engaging with students. I learned effective ways to achieve acceptance.”
- SULC Tutor, SOE & A&S ‘20

Session 7: Reflection Session

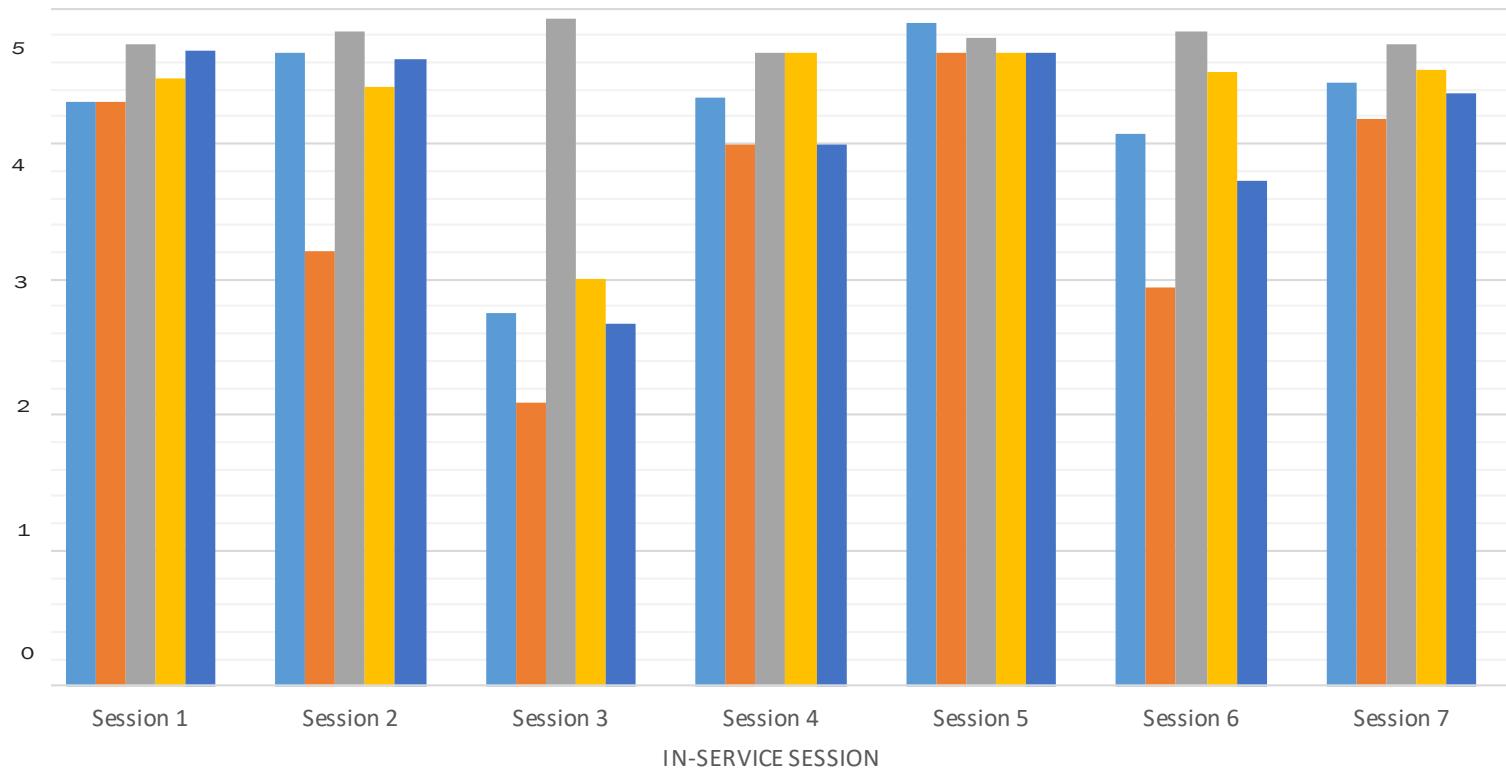
Facilitated by: Samantha Howard, Justine Legg, Luz Perez, Maya Quinones, and Vanessa Ramlal

This in-service provided tutors a space to discuss and develop techniques regarding multiple aspects of the tutoring position, including: motivating students, developing relationships, and classroom management.

“I deal with certain situations that we discussed often. This in-service helped me to deal with them in the right way and in a smart way. I liked how I was able to discuss openly and honestly with fellow tutors”
- SULC Tutor, Newhouse ‘19

In-Service Trainings Quantitative Evaluation Results

At the end of each training session tutors complete an evaluation in which they measure skills learned, teaching/learning strategies, and presenter effectiveness. The following chart depicts the evaluation’s quantitative results.



LEGEND

- 5 - Strongly Agree
 - 4 - Agree
 - 3 - Neutral
 - 2 - Disagree
 - 1 - Strongly Disagree
- At the in-service training, I learned more teaching/learning strategies
 - At the in-service training, I learned more about the complexities of urban education
 - The in-service training was engaging, informative, and presented in an easy-to-understand format
 - As a result of the in-service training, I am better able to adapt to and work within a diverse teaching/learning environment
 - As a result of the in-service training, I have become more aware of different learning styles