



AMERICA READS/COUNTS Whitman College Internship Program

The America Reads program was established in 1997 by President Clinton. The goal is simple: improve literacy in our schools. The national objective became defined as every student functionally literate reading fluently by the end of third grade. The America Counts program followed and was designed to assist upper elementary and middle school students with math skills. The objective to encourage students to further their education and eventually work in math and science based professions to keep America competitive in a global market. At the same time the cost of higher education increased, while educational funding decreased. A brilliant answer became to pay college students to tutor K-12 students. These programs proved to be a benefit to students of every age. In turn, teachers have benefited from skilled help in the classroom and in after school programs. Whitman College is committed to serving the Walla Walla area and has allotted a great deal of money and resources to this program. In turn, the two Walla Walla school districts annually receive upward of 10,000 hours of free tutoring for thousands of students.

College students of every academic pursuit are eligible to apply for this program if they have federal work study. Interns undergo a rigorous application process including the submission of a resume; interview; criminal history check, orientation (to the college, America Reads/Counts program and the school district); as well as, training on the basics of tutoring. They are then required to attend a minimum of two hours of training a semester. Interns work in every school, both public and private, in Walla Walla as well as the YMCA and a math lab at Whitman College. They are then assigned to a site and tutor for six to twelve hours per week based on their work study award and class schedule. They commit to two years with the program; however, many interns work every semester that they are on campus. The interns work around their classes and their schedules change every semester, with most working only during the Whitman College academic calendar. Interns are referred to a site and meet initially with the site coordinator, who usually is the learning specialist, counselor, principal, department head or youth coordinator. The site coordinator assigns the intern to a teacher or group of teachers who in turn assigns the intern to a student or group of students. The site coordinator serves as the liaison between the teachers and interns. Interns work with struggling learners only.

It is important to note that the interns are paid employees of Whitman College and are volunteers in the schools. They report directly to the program coordinator. They wear name badges so teachers and students understand what their role and avoid confusion with the mentors and other college programs. Interns are required to maintain 95% attendance and if unable to work they send an email to the program and site coordinators. Poor attendance is not a usual problem but it does happen occasionally. Bad weather, commuting problems, academic requirements (does not include studying, test preparation, and homework), and communal living lend itself to the sharing of germs and illness. These are common and legitimate reasons for missed work.

This program is a win/win situation for students of every age!



TEACHER AGREEMENT

Classroom teachers are an important link in the success of the America Reads/Counts program. Often life time friendships develop between the teacher and the intern. A number of interns have chosen education as profession as a result of their internship experience. Many interns use this internship for future employment, graduate school and summer internships. Interns are often seeking a meaningful work experience. They describe the most satisfaction with well organized teachers who provide meaningful one to one or small group work that allows them to make personal connections with students. They express the least amount of satisfaction with Accelerated Reader work and days when they are not given a specific task and circulate in the classroom. In an effort to clarify on the job guidelines the following list is designed to help both interns and teachers understand the parameters of the program:

WE ARE HAPPY TO HELP:

Provide 1:1 or small group (2-4 students) reading (K-3 focus) tutoring.
Provide 1:1 or small group (2-4 students) math tutoring to students in middle school and upper elementary (can help K-3 and high school if other needs are met).

PLEASE AVOID:

Photocopying, correcting papers, or other teacher responsibilities.
Circulating in the classroom as a general student helper.
Interns working entirely with students on the computer or in the library.
Tutors managing any classroom or lab in the teacher's absence in any subject.
Tutors helping in subjects other than reading and math.
Tutoring top end or Explorers students. Struggling learners only please.
Requiring the attendance of any on site training or asking interns to volunteer at the school.
Interns put in the position of being left alone with any student.
Interns developing materials for entire class for reading or any other subject.

I understand that overseeing helpers, including interns, can be challenging. Whitman College appreciates your dedication to our students. I look forward to the continued success of this program. Thanks again for your role in this partnership that has changed the educational landscape of Walla Walla. Please sign and return. Keep a copy for yourself.

Thanks for your assistance,
Debbie Conklin, MS

I, _____, will be working with the following intern(s):

in my classroom # _____ lab, library etc.
at _____ School.

Please sign and return electronically to Debbie at conklidl@whitman.edu by September 28.



Semester Tutor Evaluation Whitman America Reads/Counts Program

Tutor name _____ School _____

Please answer using the following scale: A = Always

- F = Frequently
- O = Occasionally
- S = Seldom
- N = Never

Does the tutor act in a professional manner: _____ Comments: _____

- Dependable/Reliable _____
- Positive Role Model _____
- Notifies of Absence/Tardiness _____
- Other _____

Does the tutor demonstrate positive work performance: _____ Comments: _____

- Knows work roles _____
- Lives up to expectations _____
- Self Motivated _____
- Relates well to students _____
- Demonstrates sound tutoring techniques _____
- Other _____

How well does tutor communicate: _____ Comments: _____

- With Supervisor _____
- With Teachers _____
- With Students _____
- Shares concerns _____
- Open to/asks for feedback _____
- Informs on student progress _____
- Other _____



Do you feel the tutor has had an impact on the students they work with in terms of:

Improving students' reading/math ability _____

Enjoyment of reading/math _____

Developing students' self esteem _____

Other _____

Comments:

Would you like this tutor to continue working at your school next semester?

_____ Yes _____ Yes with stipulations _____ No

Explain:

Please list the benefits of the Whitman *America Reads/Counts* Program at your site.

What things could be done to make the program run more smoothly in the future?

Additional Comments:

Name and Position of Person Completing Form: _____

Signature _____ Date _____

Please return this evaluation either by email or hard copy to the site coordinator at you school and the lead intern will deliver to:
Debbie Conklin, Whitman *America Reads/Counts* Programs, Whitman College



Proposed/Final Date:

AMERICA READS/COUNTS INTERN WORK SCHEDULE

INTERN NAME:

PROPOSED # OF HOURS:

SITE NAME:

ACTUAL TOTAL # OF HOURS:

DIRECTIONS: 1.) **Highlight the hours that you are AVAILABLE to work (be on site) and type the total number of hours above.** 2.) Submit directly to your site coordinator no later than the second day of the new semester. Please provide a minimum of 8 hours to choose from (in two hour shifts) between 8:00-3:00 (start and end times vary by school). It is difficult to for most schools to find work during the lunch hour from 11:15-12:15. The internship is 6-12 hours a week. Not all schools have after school programs, but some do. Morning hours are particularly good for elementary schools. Middle and high schools, WW Catholic schools and the YMCA needs vary but after school (3-4:00) is an option.

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30 Start	8:00 – 8:30 Start	8:00 – 8:30 <i>Late Start</i> <i>High & Middle Schools</i>	8:00 – 8:30 Start	8:00 – 8:30 Start
8:30 – 9:00	8:30 – 9:00	8:30 – 9:00	8:30 – 9:00	8:30 – 9:00
9:00 – 9:30	9:00 – 9:30	9:00 – 9:30	9:00 – 9:30	9:00 – 9:30
9:30 – 10:00	9:30 – 10:00	9:30 – 10:00	9:30 – 10:00	9:30 – 10:00
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11:30 – 12:00	11:30 – 12:00	11:30 – 12:00	11:30 – 12:00	11:30 – 12:00
12:00 – 12:30	12:00 – 12:30	12:00 – 12:30	12:00 – 12:30	12:00 – 12:30
12:30 – 1:00	12:30 – 1:00	12:30 – 1:00	12:30 – 1:00	12:30 – 1:00
1:00 – 1:30	1:00 – 1:30	1:00 – 1:30	1:00 – 1:30	1:00 – 1:30
1:30 – 2:00	1:30 – 2:00	1:30 – 2:00	1:30 – 2:00	1:30 – 2:00
2:00 – 2:30	2:00 – 2:30	2:00-2:30 Early Dismissal WWPS Elementary	2:00 – 2:30	2:00 – 2:30
2:30 – 3:00	2:30 – 3:00	Early Dismissal WWPS Elementary	2:30 – 3:00	2:30 – 3:00
3:00-4:00 After School	3:00-4:00 After School	Early Dismissal WWPS Elementary	3:00-4:00 After School	No Tutoring

