America Reads*America Counts
Site Supervisor Handbook

850 W. Michigan Street, IP 243
Indianapolis, IN 46202

www.csl.iupui.edu

Contact:
Megan Brown, Team Leader Advisor mlberry@iupui.edu
Morgan Studer, Program Director, Community Outreach mohughes@iupui.edu
317-278-3474
History and Mission

The History of America Reads*America Counts

America Reads began as a national initiative of President Bill Clinton in 1996. One part of the initiative provided full (100%) Federal Work-Study (FWS) funding for eligible college students to work in the community with elementary-aged children. This initiative allowed agencies and college campuses nationwide to provide literacy tutoring at no cost to the community agency or to the families of the children tutored. To qualify for full funding, college students had to be working as literacy tutors.

America Counts is also a national initiative much like America Reads, although the primary focus of this program is to provide tutoring in mathematics. The goal of the program is to help build a strong mathematical foundation for students and to ensure greater college success and access to careers in a growing technological market.

IUPUI brings America Reads and America Counts to Campus
IUPUI began its own America Reads program in the fall of 1997 in response to a community survey that called for IUPUI to provide educational assistance to the children of the near Westside community. IUPUI’s America Counts program followed a few years later in 2003.

Mission
Our mission is to connect IUPUI to the Indianapolis community through quality youth tutoring programs. We accomplish this mission by hiring and placing IUPUI reading and math coaches in the community; providing quality, caring services to kids; and by fostering collaborative relationships with community partners.

Vision
Our vision is to empower struggling learners, helping them to become confident, capable students, and to provide meaningful service experiences for IUPUI student employees.
The Team Leader Advisor will hire and place the coaches at the sites while the site supervisors will monitor the coaches’ day to day/week to week interactions at the site.

Team Leaders will support the work of the coaches and work closely with the site supervisors to support the management of the coaches and program.
Key Roles in Coordinating AR*AC

Program Director, Community Outreach

The Program Director for Community Outreach, as part of the IUPUI Center for Service and Learning, oversees all of the Community Work-Study efforts at IUPUI. Community Work-Study allows Federal Work-Study eligible IUPUI students to earn their Federal Work-Study awards (a form of financial aid) while working in the community. America Reads*America Counts is the largest IUPUI Community Work-Study program and allows students to serve as reading and math tutors in local schools and community centers. Federal Work-Study pays for 100% of these students’ wages so that the tutoring can be offered at no cost to the sites or the families of the learners being tutored.

The Program Director oversees and advises the Team Leader Advisor.

Team Leader Advisor

The Team Leader Advisor is the direct supervisor for the AR*AC Team Leaders and the IUPUI liaison to the Site Supervisors. The Advisor’s responsibilities include Team Leader hiring, training, supervision, guidance and support; hiring and placing coaches at each tutoring site; and building and supporting Site Supervisor relationships. Additionally, the Team Leader Advisor works with the Program Director of Community Outreach to address any site-specific or program concerns that arise.

Team Leaders

Team Leaders are veteran coaches who exhibit a high level of initiative, interpersonal communication skills, and the ability to lead a diverse group of coaches. Team Leaders are selected via an application, interview and referral process. All Team Leaders receive a scholarship for the academic year.

Team Leaders are expected to serve an average of 7 hours per week for the academic year. Their role is to work closely with and communicate with the Site Supervisor regarding site expectations; orient new coaches to the site; schedule coaches with their teachers and students; communicate regularly with coaches; help with problem solving at the site; assist the Site Supervisors with managing the coaches’ schedules and absences; and creating an overall team atmosphere among the coaches.

The Team Leaders will engage in a meaningful service learning project with the coaches and learners to support student learning while also addressing a key social issue in the local community.
Key Roles in Coordinating AR*AC

Team Leaders attend an orientation at the beginning of each school year. At the end of orientation, they are expected to set up meetings with their respective Site Supervisors in order to clarify the best way to orient new coaches and get them scheduled for working with students. Team Leaders are also expected to ask the Site Supervisors about the best way to communicate regularly—either via email or a regularly scheduled in person meeting.

Team Leaders are one of the organizational keys to success for AR*AC. They act as the liaison between the sites and the IUPUI campus. Team Leaders communicate regularly with both the Site Supervisors and the Team Leader Advisor regarding challenges and successes at the site in order to ensure the program is running smoothly.

Site Supervisors

The Site Supervisor will provide day to day oversight of the coaches at the site, monitoring the services provided. The coaches will follow the policies of the partnership site while providing quality tutoring services as designed by the Site Supervisor. Team Leaders are responsible for the identification of potential problems and for notifying the Site Supervisor (and the Team Leader Advisor as appropriate) as they arise. In the event that a problem continues and the site does not believe that the Team Leader has appropriately resolved it, the Site Supervisor agrees to contact the Team Leader Advisor or the Program Director for Community Outreach.

Site Supervisors are integral to the success of AR*AC. Site Supervisors are expected to assist coaches and Team Leaders with getting to know the policies of the site and following up directly with coaches, Team Leaders and/or the Team Leader Advisor should they observe coaches not following site or program protocol.

The Site Supervisor is responsible for helping the Team Leader recruit learners to be tutored; supporting the work of the Team Leader through regular interaction; reviewing and approving bi-weekly electronic timesheets; keeping the Team Leader Advisor informed of any issues at the site with coaches, Team Leaders, or learners; keeping the Program Director for Community Outreach informed of any issues that might arise at the partnership site that could potentially jeopardize a coach’s health or sense of well-being. Should a Site Supervisor determine that a coach is not performing and needs to be terminated from the site, the Site Supervisor should inform the Team Leader Advisor who can then follow up directly with the coach and process the termination. Should this happen, the Team Leader Advisor will need to talk further with the Site Supervisor and receive all the details as to the reason for termination.

Site Supervisors are expected to complete one on-line feedback survey per semester, sent via email towards the end of the semester. In this survey, Site Supervisors can indicate which coaches they feel are deserving of a raise for the next semester. Site Supervisors should also expect the Team Leader Advisor to set up at least one in-person check-in meeting each year, though more can be scheduled as necessary.

AR*AC Coaches
Key Roles in Coordinating AR*AC

AR*AC coaches are Federal Work-Study eligible IUPUI students who are selected via an application and interview process to work approximately 6-15 hours per week as reading or math tutors. Their session times with students vary, depending on the program model being used, typically 30-60 minutes per session. They may also tutor in a classroom setting with a teacher present.

All coaches will complete hiring paperwork at IUPUI and view an online orientation regarding Federal Work-Study procedures, professionalism, and next steps for starting at their sites. The coaches then meet with their Team Leaders at their respective tutoring sites to attend an on-site orientation. The Team Leader leads this orientation with input from the Site Supervisor on mandatory content that will outline the coaches’ responsibilities at their sites.

The primary responsibility of the reading or math coach is to work individually or in small groups with assigned children and youth who require additional assistance with literacy or math skills. IUPUI coaches typically work between 6 and 15 hours per week. Depending on the program at your site, the coaches will likely work in one of the following ways with students:

- Pull out (working one on one with students outside of the classroom)
- In-class support (working one on one or in small groups while in the classroom)
- Small group tutoring after school—remedial assistance or homework help

Coaches should work a set schedule each week at their site. This schedule is created with the Team Leader and is shared with the Site Supervisor.

Coaches are expected to work professionally with all site staff and learners and to adhere to the guidelines set forth in the America Reads*America Counts Policies and Procedures manual and at their on-site orientation. Coaches should sign in and out of the site’s main office for the site’s tracking purposes AND clock in and out via the online Kuali time system for Federal Work-Study hours tracking and payment.

Application, Selection, and Placement

America Reads*America Counts coaches must first submit an application to the IUPUI Center for Service and Learning. The Team Leader Advisor reviews each application and selects qualified applicants to attend an interview. Candidates are qualified if they meet the following criteria:

- Federal Work-Study eligible (this allows the students to be 100% paid for this work via their work-study awards rather than the agencies paying their wages).
- Clear desire to work with children and youth
- Desire to work within a diverse environment
- Available hours for tutoring
Key Roles in Coordinating AR*AC

- Tutoring and mentoring experience is a plus but it is not required

Interview and Reference Check

Once applicants are selected for an interview, the Team Leader Advisor and the Program Director for Community Outreach conduct individual interviews with each candidate and send out reference checks to the 3 references the applicant indicated on his/her application.

A successful interview and positive reference checks lead to a conditional hire offer to the applicant. All hire offers are contingent on the clearance of a background check.

Once the background check has cleared, the student receives notification about completing hiring paperwork and completing their online orientation.

Site Placement

The Team Leader Advisor places coaches at the site that best fits the coach’s scheduling needs, level of experience, and fit with the culture of the site.

When a coach is placed at a site, the site’s Team Leader and Site Supervisor receive an email. The Team Leader then follows up with that coach to set up an on-site orientation. During the on-site orientation, the Team Leader will help the new coach get to know the site’s policies and culture; show the coach where to clock in and out; finalize the coach’s schedule; and discuss the method for working with students.
Program Models and Site Expectations

Program Models (**Please note that these are the models we have operated with in the past. You can adjust these models to best fit the needs at your site as long as tutors are focused on reading or math.**)

AR*AC strives to work with learners who need extra assistance in reading or math skills but are not otherwise being served through another program at your site. Our coaches should work with learners who are approximately 1-3 grade levels behind in reading or math proficiency.

This program is not designed for students dealing with complex learning disabilities or behavioral issues. We expect that students identified for this program have the ability to work one on one (or within a small group) and cooperate with the coach. While we do understand that students sometimes exhibit less than ideal behavior in these sessions, our program is not designed for responding to constant disciplinary issues with learners. Should a learner not show interest in the program or consistently fail to work with his/her coach, the learner may not be able to continue with the program.

Community Centers and Schools: For a pull-out program, coaches can pull learners out into one on one or small group enrichment sessions. Coaches work with the same learners at each session for two sessions per week in order to develop a relationship with those specific learners. These sessions are created utilizing the Reading Coach’s model, the Math Partners Curriculum, or resources recommended by teachers. All sessions should be created based on the needs of the learner, which can be identified by the learner’s teacher or after school program coordinator. These sessions are typically 30-40 minutes in length.

Schools only: The in-class support program maintains the mentoring aspect of the pull-out program while keeping coaches in the classroom with the learners. With this program, the coaches will be in the classroom observing the lesson being taught by the teacher during class. Then, when learners are asked to apply their learning, each coach will work with 1-3 students that the teacher has identified as students needing extra assistance. These 1-3 students will be the same students each time the coach is in the classroom so that the coach can develop an ongoing relationship with those students. The coach will not need to prep materials ahead of time but will be given materials from the teacher for each session.

Guidelines for the in-class support program:

- Coaches working one on one or in small groups with students to reinforce the day’s lesson and ensure retention of information
- Teachers identifying for coaches (ahead of time) which students will need extra assistance
Program Models and Site Expectations

- Teachers providing activities for coaches to do with those students as a way to reinforce the lesson
- Coaches must be working one on one or in small groups and should not be serving as Teacher’s Aides, making copies (unless for the purpose of an activity the coach will himself be facilitating), or running teacher errands. Coaches should not be monitoring behavior in the classroom. Behavior management is the role of the teacher.
Curriculum

**Please note, these are curriculum suggestions. We have used these in the past and they may continue to be used. If you choose to use them, then the Team Leaders can go over how they work at the on-site orientation.**

Curriculum

The America Reads*America Counts approach is to use curriculum that benefits the learner first and foremost. If your site has specific reading or math curriculum that you want used for these sessions, please share that with the Team Leader to share with the coaches.

The following are models we found success with in the past and may continue to be used.

The Reading Coaches’ Model

The Reading Coaches Model (RCM)* was developed from the exemplary practices of the SLICE-CORPS program (a highly effective AmeriCorps program). RCM is based on a simple concept: “reading good books with children while engaging them in conversation about the book.”

**5 Core Principles of the RCM**

1. **Reading ability** is the single most important factor influencing school success
2. **Early intervention** in reading provides a lasting impact on student achievement
3. **One-on-one sessions** best meet individual student needs in the learning environment
4. **Session intensity and duration** directly correlate with increases in student reading achievement
5. **Ongoing training** supports the development and success of Reading Coaches

**Steps in the Reading Coaches’ Model:**

1. Prior to meeting with a student, coach chooses a book based on that student’s perceived reading level and interest (e.g., if the student is reading at a second grade level, the coach will start with a book at that level with the intention helping the student gain the skills and confidence to eventually read a book at the next grade level. The goal is to assist the student in reading at their actual grade level).
2. The coach reads the book and completes the Reading Coaches’ Model Session plan (a sample session plan is included in Appendix A) accordingly.
3. The coach follows the session plan when meeting with the learner.
4. The learner reads the book aloud with the assistance of the coach.
5. The coach implements the session plan, asking guiding reading questions and going over important vocabulary words.
6. Once the session plan is complete, the coach records feedback on the session for future reference in working with that learner.
Curriculum

* All information included in this handbook regarding the Reading Coaches Model is adapted from “Presenting a Session—Reading Coaches Basic Training Series,” created by Michael Houston

Math Partners Curriculum

MathPartners is a curriculum developed specifically for America Counts. The curriculum is contained in four different binders (located at each site). Each binder is comprised of activities divided into specific grade bands: K-2; 3-5; 6-8; 8-9. Each grade band unit contains a pre-assessment to determine the learner’s grade level in a specific mathematical area. Each mathematical focus has 8-10 activities the coach can use with the learners to help them grasp that particular concept.

Organization of the Curriculum

- Divided into four grade bands: K-2, 3-5, 6-8, and 8-9
- Divided into four content areas: Geometry and Measurement, Numbers and Operation, Statistics and Probability, and Patterns and Functions
- A unit is comprised of a grade band and a content area (e.g. Geometry and Measurement for Grades 3-5 is considered a unit)
- Each unit contains a pre-assessment

How coaches utilize Math Partners for each coaching session

Pre-assessment

The coach chooses the grade band that their learner is currently in (e.g., if he is a 3rd grader, coach chooses the 3rd—5th grade band). Coach chooses the mathematical focus area where the learner needs the most assistance at this time and does the pre-assessment with the learner for that unit.

Evaluate the pre-assessment

Coach asks the learner to complete the different activities listed on the pre-assessment to determine the learner’s “instructional” level of math (i.e., the level at which they are not understanding the material yet isn’t completely to the point of frustration).

Plan sessions based on the activities for that mathematical concept

Coach fills out his session plan form (a sample session plan is included in Appendix B) with details from the MathPartners activity he has chosen and continues to work through the set of activities until the learner grasps the concept. The coach can also use the pre-assessment as a post-assessment at the end to determine the learner’s progress.
Important Dates and Contact Information

IUPUI Calendar

It is important to understand that coaches are IUPUI students first, and they will follow the IUPUI calendar in terms of breaks from work and school. Coaches have the following breaks each year:

- Fall Break (2 days mid-October)
- Thanksgiving Break (Wednesday-Friday of Thanksgiving week)
- Winter Break (approximately 4 weeks beginning the Monday before Christmas and ending the Monday prior to the MLK Jr. Holiday)
- Fall Semester Final exams (1 week in December)—coaches are expected to work unless they have requested off to accommodate their final exam schedule; they should let their site know if they intend to miss work during this time
- Spring Break (approximately the 2nd full week in March)
- Spring Semester Final Exams (typically begin after Spring work-study has ended)

A link to the Academic Calendar for exact dates each school year may be found here: http://registrar.iupui.edu/accal.html

Federal Work-Study Eligibility Dates

Since coaches are Federal Work-Study recipients, then they can only work within the Federal Work-Study eligibility period. The actual dates vary each year but are approximately the same time each year.

Work-Study begins August 17, 2014 and ends May 9, 2015.

Contact Information

Team Leader Advisor

Megan Brown
mlberry@iupui.edu

Program Director, Community Outreach

Morgan Studer
mohughes@iupui.edu
# Appendix A

## SAMPLE Reading Session Plan

**Session Info**

<table>
<thead>
<tr>
<th>Coach:</th>
<th>Calli Coach</th>
<th>Book Title:</th>
<th>Corduroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/grade:</td>
<td>Sally Student/Grade 2</td>
<td>Author:</td>
<td>Don Freeman</td>
</tr>
<tr>
<td>School/teacher:</td>
<td>IPS 63 Ms. Smith</td>
<td>Anticipated Book Level:</td>
<td>IND INS R-A</td>
</tr>
</tbody>
</table>

*Indiana State Standard: 2.3 Comprehension and analysis of literary text*

### How many sessions do you think you will use this plan?  1  2  3

<table>
<thead>
<tr>
<th>Intro to book/Session 3-5 min.</th>
<th>Target Words (4 or more words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun activity/questions to engage your learner:</td>
<td>1. Corduroy</td>
</tr>
<tr>
<td><em>Bring in favorite stuffed animal. Ask learner, “Do you have a favorite stuffed animal? Tell me about it.” (Talk about stuffed animals)</em></td>
<td>2. Button</td>
</tr>
<tr>
<td><em>Say: “We are going to read a book today about a special stuffed bear named Corduroy who finds a special friend…”</em></td>
<td>3. Mattress</td>
</tr>
<tr>
<td>Questions:</td>
<td>4. Bear</td>
</tr>
<tr>
<td>1. Where do you think Corduroy will go to look for his lost button?</td>
<td></td>
</tr>
<tr>
<td>2. Do you think Corduroy will find his lost button?</td>
<td></td>
</tr>
<tr>
<td>3. What do you think the night watchman will do now that he found Corduroy?</td>
<td></td>
</tr>
<tr>
<td>4. Do you think Lisa will come back to get Corduroy?</td>
<td></td>
</tr>
</tbody>
</table>

### Reading the book 12-15 min.

*Beautiful Language Words*

| 1. Escalator |
| 2. Palace |
| 3. Enormous |
| 4. Fuzzy |

### After Reading 10-15 min

**Conversation Questions:**

1. Why did Corduroy want to find his button?
2. Where did Corduroy find a button?
3. What happened after Corduroy found the button?
4. How did Lisa feel when she bought Corduroy?
5. How did Corduroy get his new button?

**Follow-up Activity that applies new knowledge or rewards learner:** Write a letter to your favorite stuffed animal and tell him why he is special to you.

**Idea for Extra Practice, Improvement, Or Personalized Comments**

Sally read well but needed some help with the beautiful language words.

**Perceived student level:** IND INS R-A

**Student Suggestions**

She really likes Corduroy. We’ll read more Corduroy books together.
Materials needed:

Function Machine worksheet (5 copies) from MathPartners
Markers
Counters

Step by Step plan for the session:

1. Source for session plan: (Be specific here. If you are using a MathPartners lesson, note which grade level it is. If you are using a website or a student’s textbook, note the specific website or the name, page numbers and chapter of the textbook). MathPartners, 3-5, Numbers and Operations, Function Machine Activity on p. 15

2. Introduction to the session: (Include steps you are going to follow to introduce the student to the concept in that session)

Today we are going to use function machines! Have you ever seen a function machine? Let me tell you about how we use function machines. First you start with a number (that’s your input), then you perform a function with that number (or sample here shows us that the function is +3). Once we perform the function, we will have an answer, or “output.” (Go over this while showing the student each of the parts of the function machine on the worksheet.

3. Session activity: (Write out all steps you plan to take to implement the activity with the student)

1. First, we will go over what a function machine does
2. Then, I will use the following inputs (3, 5, 8, 10, 0) to model the function machine with the following functions (+3, -5, +7). I will demonstrate these inputs using counters.
3. I will have the learner practice the function machine with my inputs.
4. Then, I will have the learner “test” me by creating her own function machine

4. Additional comments: (Please use the back to respond.)

1. What worked well today? My learner really liked creating the function machine for me
2. What did not work well today? She started to lose interest after too many functions
3. How did the student respond? She was cooperating at first and then seemed to get bored
4. What will you work on next? I think that a double function machine will hold her interest and be a great challenge for her next time.