

# B R Y N M A W R Community Service Office

## Community Service Work-Study Tutoring Program New Tutor Application

Completed applications for new tutors are due in the Bryn Mawr Community Service Office before 5:00 PM on Friday April 15<sup>th</sup>, 2005. The CSO is located in Dolwen House, on Cambrian Row. We will be holding interviews in the weeks before school ends. In the fall, we will be assessing your schedules and matching you with tutees then.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

Phone: \_\_\_\_\_ Box #: \_\_\_\_\_ E-mail: \_\_\_\_\_ Major: \_\_\_\_\_

Campus: \_\_\_\_\_

1) Please circle the Bi-College tutoring program(s) with which you are interested in working:

America Reads and America Counts are enrichment based tutoring programs that are held in Ardmore, PA with one on one tutoring between tutor and tutee. Tutors choose to only tutor in one subject, math or reading. Tutees in the READS program range from Kindergarten to sixth grade. Tutees in the MATH program range from Kindergarten to 9<sup>th</sup> grade. Tutoring occurs in two sessions 4-6pm or 6-8pm Monday through Thursday. Tutors pick one time frame, and work 45 minutes per tutee. Tutors generally tutor 2 days a week. Transportation is provided by the college.

Overbrook occurs at Overbrook High School in Overbrook, PA. Tutors are placed within **Math** classrooms and assist the classroom teacher in their lessons. Tutoring happens weekday mornings Monday through Friday from 8-11 am. Transportation is provided by the college.

\*America Reads      \*America Counts      \*Overbrook

2) Please describe any relevant experience you have had, paid or unpaid. Be sure to include the name of each organization, your responsibilities (including leadership experience), the dates you worked with that organization, and your weekly time commitment.

4) Aside from academic work, what other commitments do you expect to have during the Fall 2005 semester?

5) Please circle the most realistic time commitment you could make to a tutoring program for the Spring semester:

\*3 hours per week      \*4-6 hours per week      \*7-9 hours per week

(OVER)

6) Every hour you devote to a Bi-College tutoring program will be valuable to the students you tutor, to our community partners, and to your Bi-College peers. Whatever time commitment you choose to make, will you agree to maintain that level of commitment for the duration of at least one semester?

YES

7) Do you have a valid United States driving license?

YES

8) Are you an authorized BMC van driver?

YES

9) Would you be willing to become BMC van certified?

YES

10) Will you receive **Work-Study as financial aid** during the Fall 2005 semester?

YES

11) Can you attend **mandatory** Tutor Training September 10, 2005 10am-3pm?

YES

12) Are you an international student?

YES

(International students are not eligible for off campus work study jobs and therefore cannot be paid to tutor with the program)

*If the space provided is insufficient, please use an additional sheet to answer the following:*

13) Please list any talents, abilities, or interests you have which you might contribute as a tutor, for example: computers, music, art, theater, foreign language, athletics, travel, etc.

14) Please tell us how you think your life is shaped by your racial, ethnic, cultural, and socioeconomic background. How might your status in these categories be similar to and different from those of your students? How will you try to use your access to power, knowledge, and life experience to benefit and empower your students?

15) Please describe yourself as a prospective teacher. What teaching style would you use while working with your students? How would you want your students to think of you? How would you balance the sometimes-conflicting roles of authority figure and friend? What specific activities would you be interested in planning and/or working on with your tutees?

16) Please read the following scenario and respond to the questions below:

Carlos is a tall, sixth grade reticent reader who is known to be fascinated with sports and particularly with basketball. He has memorized numerous statistics including those from local teams as well as from many national professional teams. Carlos is assigned to you for tutoring because recent test results show he is functioning at between a first and second grade reading level. For your first hour long session, the teacher supplies you with flash cards, paper and pencils. She suggests that you and Carlos go to the school media center to work (and to borrow materials, as appropriate).

- What are some assumptions that you might make about Carlos and about the tutoring situation you'll be addressing?
- Describe how you would structure the session. Include a list of goals you'd aim for.
- What, if any, additional information do you wish you knew about Carlos? Why?

17) Please list two references we may call who can attest to your ability to work as a tutor. Please include their names, relationship to you, daytime phone numbers, and an email address if available. One of your references may be a student.

<u>Name</u>	<u>Relationship</u>	<u>Phone</u>	<u>E-mail</u>
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