

What Is Upward Bound?

Upward Bound prepares high school students for success in high school and enrollment in college. Upward Bound provides academic, social, cultural, and recreational activities designed to build the academic and communication skills, motivation, self-awareness, and self-confidence necessary for success in college. This program, in operation since 1974, takes place primarily on the campus of Keene State College in Keene, New Hampshire, and serves 75 students from specific high schools in southeastern Vermont and southwestern New Hampshire. Upward Bound receives funds from the U.S. Department of Education and, therefore, is free of charge to students who come from low-income families.

Upward Bound students participate in an intensive six-week program during the summers of their high school years, including the summer following their senior year. Students are also involved in an Academic Year Program throughout their high school years. Typically, an Upward Bounder is enrolled in the program for three to four years.

Goals

- Improving students' reading, writing, math, science, test-taking, and study skills.
- Helping students explore career possibilities and the value of community service.
- Introducing students to stimulating new areas of interest, both academic and non-academic, available at most colleges.
- Giving students the experience of cooperative living through self-governing residence on campus.
- Improving skills for relating to others from their own and different cultures.
- Exploring leadership potential and strengthening the commitment to self-improvement.

For more information about Keene State College Upward Bound:

Website: <http://www.keene.edu/upward>

Facebook: <http://www.facebook.com/kscupwardbound>

Staff Positions

Keene State College Upward Bound is seeking Live-in Tutor/Counselors as well as Live-out Instructors for the 2012 summer program. Job descriptions for these positions are included in the application packet, and are also available on the program website.

Staff appointment for the summer program spans a total of seven and a half weeks, including one week of Orientation and three days of Evaluation.

**Employment dates for the summer of 2012:
June 17 through August 8.**

Hiring of staff occurs from approximately January through April. Applicants will be contacted for an interview upon the receipt of a completed application. Video or phone call interviews may be considered when necessary.

Application Procedures

Applications will be considered when completed **in full**:

Application Requirements:

- Staff Application form (*pages 1 & 2*)
- Confidential Reference Form (*page 3*)*
- Current Resume
- College & graduate school transcripts (*may be student issued/unofficial*);
- a 250 word writing sample (*either your philosophy of education or a personal experience that has prepared you for working with our students*).

* It is the applicant's responsibility to see to it that the **Confidential Reference Form** is submitted in a timely fashion.

If you have any questions about the application, the program and/or job expectations after reviewing our website, please feel free to contact us.

We look forward to hearing from you.



Keene State College Upward Bound
229 Main Street
Keene, New Hampshire 03435-1801
P: (603) 358-2360, F: (603) 358-2059
upwardbound@keene.edu

Tutor/counselors are responsible for the well-being of Upward Bound students. Counseling, academic tutoring, and various types of supervision are all facets of this responsibility. For six weeks, with the exception of some weekends and one to two nights off a week, the Tutor/Counselor is expected to keep close contact with the students in all aspects of community life.

The staff consider the academic program to be of great importance to Upward Bound students. Tutor/counselors are expected to model appropriate classroom behavior and to assist teachers in working with students individually, in small groups or the whole class. They are required to attend classes five days a week unless specifically excused and will aid the teacher in terms of obtaining materials, organizing special activities, and evaluating students. Tutors sometimes have the opportunity to teach class with approval of the teacher. Teachers and tutors will be given a time during staff orientation week to meet and discuss the tutors' roles in the classroom.

The tutor/counselor lives in the residence hall among students and takes on the roles of teacher, counselor, and mentor. The tutor/counselor enforces program rules and codes of behavior without policing the students. The tutor/counselor is expected to respond to loud noises and nighttime emergencies. Tutor/counselors should report students who breach contract rules to the proper committee or board.

Duo is a major responsibility for the tutor/counselor. A maximum of six students are specifically assigned to each tutor/counselor. The staff Duo will serve as the point of contact for students, either when they need someone to talk to or the staff have a concern that should be addressed. Staff are expected to meet with their Duos individually at least four (4) times per summer. During these meetings, transition, academic, programmatic and personal issues should be addressed. Staff will also meet with all of their Duos, as a group, to eat lunch on Monday afternoons. Notes should be made on each Duo student's community involvement, leadership, growth, and responsibility so that these areas may be addressed in their final evaluation. Duo will be discussed in a weekly supervision meeting.

The tutor/counselor, with support and assistance from the Electives coordinator, organizes and teaches an evening elective class. Electives are offered in a wide range of areas from academic classes like creative writing, psychology, drama, feminism, and comparative religion, to art, music, cake decorating, dance, crafts, and college research. Electives are an opportunity for students to explore potential areas of interest. They are not intended to be as rigorous as academic classes, yet are expected to be a learning opportunity for students. Tutor/counselors decide, along with the Electives coordinator, what to offer based upon their own interests and skills along with program needs. Supplies and funding are limited for elective classes.

Facilitation is an important responsibility in many program components. Tutor/Counselors may be asked to facilitate during floor meetings, Sunday Night Live, Wellness Activities and M&M.

Other tutor/counselor responsibilities include morning residence hall coverage as scheduled by the Lead Counselor, supervision of Free Time (4:00-6:00 p.m.), APT, Co-ed Floor, Meals, Classes, M&M and Wellness Activities. Information on the specifics of each of these activities is contained in the Program Component Manual, and is thoroughly explained during Orientation Week.

Housing is provided for the 7.5 week long commitment; meals in the dining hall are provided when students are on campus only. Meals during Orientation and Evaluation weeks will be purchased and prepared by the live-in staff. Tutor/counselors are expected to pay for weekend meals (when remaining on campus).

Tutor/counselor responsibilities include but are not limited to:

- Attend Orientation Week, various staff meetings.
- Tutor 2 to 3 classes, 4 days a week.
- Attend and help facilitate Friday Seminars relevant to academic class assignment.
- Wellness Activities
- Free Time Duty (4:00-6:00 p.m.)
- Supervise unstructured time and curfew (9:30 -10:45 p.m.)
- Meet with Duo students
- Assist with facilitation of Sunday Night Live
- Teach one Elective class
- One to Two nights off per week
- One to Two nights on duty per week
- One to Two nights on call per week
- Attend Evaluation Week
- Contribute to affective evaluations on each Duo student

On-Duty Responsibilities

- T/C must be in attendance at all Upward Bound components, including all activities listed under responsibilities above. T/C must sleep in the residence hall and be available for nighttime emergencies.

Off-Duty Responsibilities

- T/C must be in attendance at critical Upward Bound components, including academic classes, M&M, staff and supervision meetings, Elective (led by that T/C), morning residence hall coverage and Duo Lunch.
- T/C may choose to not be in attendance of less critical components, including Sunday Night Live, Wellness Activities, Electives (not led by T/C), APT, student award sessions, curfew, and meals.
- T/C is allowed to sleep off campus on the nights they are off-duty, but must return to campus by 7:30 a.m. the next morning.

On-Call Responsibilities

On-call duty begins at 7:30 a.m. and ends at the beginning of breakfast the following day (7:45 a.m.).

- T/C must be in attendance at all Upward Bound components, except curfew (unless needed/scheduled for Governing Board coverage), but must sleep in their room and be available for emergencies. On-call T/Cs may have Free Time duty. On-call T/Cs who are not scheduled usually spend Free Time meeting with Duo students.

Free Time On-Duty

During Free Time, on-duty T/Cs will be scheduled to remain in the community areas of the residence hall or supervise assigned duties such as computer lab, pool, etc.

QUALIFICATIONS

- Minimum - Upper level academically successful college student.
- B.A. in education or social sciences preferred (in progress or completed).
- Knowledge of either foreign language, physical sciences, counseling, computer science, humanities, or fine or performing arts.
- Interest in working with adolescents.
- Interpersonal skills, sensitivity to the needs of the disadvantaged, and commitment to the goals of Upward Bound.

PREPARATION

- Attend teacher meeting before staff orientation. If unable to attend meeting, make telephone contact with the Assistant Director.
- Read all relevant sections of the Program Component Manual and Teacher Handbook, and understand how and why student performance objectives are used.
- Review past examples of objectives for classes assigned. This can be helpful in generating ideas for content as well as provide a sense of limitation.
- Formulate a set of performance objectives that can be assessed as mastered or not mastered, submitting a rough draft by the specified date before staff orientation so that objectives can be shared with tutors at staff orientation and students on the first day of classes.
 - This set of performance objectives should be created in an acceptable computer format, currently Microsoft Word. The Assistant Director will check for formatting and content prior to the students' arrival. These objectives should then be maintained/updated/edited on a regular basis throughout the summer program.
 - Make accommodations in objectives for Upward Bound philosophies of heterogeneous grouping, process and product approaches, individualization within classes, the summer theme, study skills, and program-wide objectives. Be flexible about syllabus and time constraints depending on the academic ability of students.
 - Teachers should include objectives concerning notebook organization and other study skills. The binder should be sectioned off for classes.
 - Instructors with an assigned Bridge tutor should begin with general objectives and then edit to reflect participation and expectations in class and APT, etc.
 - Structure classes toward the attainment of basic skills and problem-solving (critical thinking) skills rather than just preparing students for the first two months of their next school year.
 - Teachers should hand out course objectives to each student in their classes and encourage them to keep track of their own masteries from Day One of the program.
- Design integrated study Seminars to take place on Fridays during the summer, collaborating with another instructor teaching during the same period. Seminar should be interesting to students, incorporate relevant subject matter, and require students to think beyond typical study of the subject matter.
- Become familiarized with the materials available both within the Upward Bound program and on the Keene State College campus. Items such as textbooks, notebooks/journals, curriculum materials in KSC library, paper, pens, lab equipment, videos and VCRs, overhead projectors, slide projectors, tape players and record players are available.
- Determine class materials needed and turn in a materials' list to the Upward Bound Assistant Director as soon as possible, preferably at least two weeks before classes begin. If materials (such as VCRs and overhead projectors) are needed, note these requests also.

CLASSES

- Plan lessons in subject areas. Keep in mind students have limited time outside of class for homework. It is recommended that teachers plan about 20-25 minutes of outside work per class per day, which will encourage students to utilize APT effectively and enhance their time management skills. Plan lessons to include hands-on learning.
- Implement Friday seminar.
- Teach contracted academic classes.
- Grade work and enter masteries on Google "Grades" spreadsheet in a timely manner.
- Provide makeup tests, quizzes, and other makeup work for APT (Academic/Personal Time) as students require it. Be sure that materials for make-up are placed in the RAT folder and are clearly labeled.

STUDENTS

- If problems arise, recommend class change for specific students early in program when appropriate.
- Provide feedback to students on academic performance, growth and future goals.
- Review percent masteries on Wednesdays to identify students who are in jeopardy of not meeting their academic obligations and should be referred to the Academic Advisory Committee.
- Volunteer to facilitate at least one Academic Advisory meeting.
- Include comments to deserving students on Google student pages for certificate award citations.
- Keep record of cognitive evaluations of student growth and achievement throughout the program for the end of the summer, including comments (see Teacher Handbook for suggested content of cognitive comments).
- Utilize Required Academic Time (RAT) for students not performing well. RAT can be assigned to those students whom you feel need to focus their efforts on class work. Teachers use discretion to determine who should go to RAT, whether they should attend during Free Time (5 – 6 p.m.) or APT, and why they must be there (i.e. make up tests, complete homework, complete class work, etc.). Complete RAT Assignment form with student when needed, and submit referral online for attendance.

TUTORS

- During Staff Orientation, meet with tutors to iron out roles, strengths etc.
- Assess and utilize class-related strengths and interests of Tutor/Counselors during orientation.
- Support tutors in academic classes and encourage them to take an active role. Talk about how a role can vary.
- Schedule meetings with tutors as need arises.

Continued on next page.

REQUIRED PARTICIPATION

- Participate fully in Orientation Week.
- Attend Opening/Orientation Days Events: see schedule for specific times.
- Attend Movement and More.
- Attend Community Meetings.
- Participate in Tuesday, Wednesday, and Thursday full staff meetings and Wednesday teacher meetings. Teacher meetings are for troubleshooting, idea sharing, the coordination of class project deadlines, space and equipment coordination, etc. They are one-half hour in length.
- Participate in Banquet on the final night, Final Presentations on the final day and evaluation week
- During Evaluation Week, prepare an evaluation of each course taught as part of the program component evaluation, assessing strengths and making recommendations.
- Evaluate all students in your courses using cognitive templates.
- Share in evaluation of other program components and student affectives; attend all relevant sessions.

ADDITIONAL RESPONSIBILITIES FOR LIVE-IN TEACHERS

- Have Duos;
- Assume on-, on-call and off duties; includes free time, APT and curfew coverage.
- Teach an Elective;
- Attend Live-In Staff Meetings;
- Facilitate Wellness Activities, unless off duty;
- Participate in Advisory and Dorm Supervisory meetings, as requested;
- Perform other duties as negotiated with the Assistant Director and/or the Director;
- Coverage of morning desk duty, if needed.

ADDITIONAL RESPONSIBILITIES FOR LIVE-OUT TEACHERS

- Design, plan and facilitate Live-Out Loud, as a team with all live-out staff.

VOLUNTEER PARTICIPATION (LIVE-OUT TEACHERS ONLY)

- Have Duos;
- Wellness Activities, APT, Elective, Sunday Night Live
- Governing Board and Advisory Board membership
- Monday afternoon of student Opening/Orientation.

QUALIFICATIONS

- Minimum of a Bachelor's degree; teaching experience; knowledge of subject and commitment to academics.
- Familiarity with innovative and flexible teaching methods;
- Ability to establish strong rapport with economically and culturally disadvantaged youth.
- Sensitivity to special needs of students and their families.
- Commitment to Upward Bound philosophy.
- Willingness to work and share teaching time with tutors.

ACADEMIC QUALIFICATIONS

Please indicate your capability in each of the subject areas listed below.

	<i>minimal capability</i>					<i>strong capability</i>					
Math						English					
Fundamental Math	1	2	3	4	5	Reading	1	2	3	4	5
Algebra I	1	2	3	4	5	Study Skills	1	2	3	4	5
Geometry	1	2	3	4	5	Writing	1	2	3	4	5
Algebra II	1	2	3	4	5	SAT Verbal Prep	1	2	3	4	5
Trigonometry	1	2	3	4	5	Literature (specify)	1	2	3	4	5
Calculus	1	2	3	4	5						
SAT Math Prep	1	2	3	4	5	Science					
Prob. & Stat	1	2	3	4	5	Biology	1	2	3	4	5
Integrated Math	1	2	3	4	5	Environmental Sci	1	2	3	4	5
						Chemistry	1	2	3	4	5
Electives						Physics	1	2	3	4	5
Computers (specify)	1	2	3	4	5	Anat. & Phys.	1	2	3	4	5
Social Issues	1	2	3	4	5						
Foreign Lang (specify)	1	2	3	4	5	Computer Applications					
Perf. Arts (specify)	1	2	3	4	5	Microsoft Word	1	2	3	4	5
History	1	2	3	4	5	Microsoft Excel	1	2	3	4	5
						Digital Photography	1	2	3	4	5

CERTIFICATIONS

Please check all certifications that you have held and indicate expiration date.

<p><i>Expiration Date:</i></p> <input type="checkbox"/> Lifesaving _____ <input type="checkbox"/> CPR _____ <input type="checkbox"/> First Aid _____	<p><i>Expiration Date:</i></p> <input type="checkbox"/> Defensive Driving _____ <input type="checkbox"/> Other: (specify) _____
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GROUP FACILITATION

Please briefly describe any experience you have had leading and/or facilitating groups, indicating the size, age range, and purpose of the group (ex: summer 2011, 12 7-11 year olds, summer camp).

Please list up to 3 interest and/or hobbies in each area below that you would like to share with our students.

<p><i>Academic Interests (Electives)</i></p> <hr/> <hr/> <hr/>	<p><i>Physical Activities (Wellness Activities)</i></p> <hr/> <hr/> <hr/>
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ADDITIONAL INFORMATION

If you are a current college student, are you eligible for work/study funds for the summer of the year for which you are applying for a position on the Upward Bound staff?

- Yes, I am eligible
 No, I am not eligible

How did you hear about the Keene State College Upward Bound program?

- Alumni
 Career Advising Office
 Internet
 Friend
 Newspaper
 Other: _____

SIGNATURE

With your signature below, please verify all information provided on this application to be true.

Signature of Applicant: _____ Date: _____

*Please return to: Upward Bound
229 Main Street
Keene NH 03435-1801*

TO BE COMPLETED BY APPLICANT

Name of Applicant: _____
 Position(s) applying for: Tutor/Counselor (live-in position) Live-In Teacher Live-Out Teacher

TO BE COMPLETED BY REFERENCE

Name of Reference: _____
 Company/Organization: _____
 Position: _____
 Email Address: _____
 Phone: _____

1. How long have you know the applicant and in what capacity?

2. Can you think of any reason why this candidate should not be working with high school age students in a residential setting?
If yes, please explain.

3. Does s/he function appropriately in pressure situations or sudden change of schedule?

4. If you are a current or previous employer, would you rehire this person?

5. Kindly rate by checking the column which best evaluates the applicant:

	Always/ Excellent	Usually/ Very Good	Sometimes/ Average	Rarely/ Below Avg.	Never/ Poor	No Basis to Judge
Displays positive attitude						
Demonstrates a desire to learn						
Completes tasks independently						
Is trustworthy						
Exhibits honesty and maturity						
Understands the needs of teenagers						
Can work well with others						
Relates well to peers						
Shows concern and respect for others						
Adapts well to new situations						
Responds well to constructive feedback						
Takes initiative to promote new ideas						
Exhibits dependability						
Demonstrates effective writing skills						
Demonstrates effective speaking skills						
OVERALL ASSESSMENT FOR POSITION						

If you have additional comments about this applicant, please attach a separate sheet.

SIGNATURE

Signature of Reference: _____ Date: _____