

# DC Reads Team Leader Training Manual

---

- I. Overview
- II. Responsibilities
  - a. Administration
  - b. Supervision
  - c. Tutoring
  - d. Special Projects
- III. Training Information
  - a. Timesheets
    - 1. Copy of Payroll schedule
    - 2. Copy of sample timesheet
  - b. Attendance protocol
  - c. Weekly Reports
    - 1. Sample Weekly Report
    - 2. Weekly Report
  - d. Workshops
    - 1. Workshop Attendance Sheet
    - 2. Workshop Sample Summary Report
    - 3. Workshop Summary Report
  - g. Communication
    - 1. Sample Newsletter
  - h. Transportation Organization

*\*\* Note: All Team Leader Forms are available on-line\*\**

## DC Reads Team Leader Training Manual

---

### *Overview*

**Job Description:** In addition to tutoring children through the DC Reads program, the Team Leader also serves as the primary liaison between their team, the DC Reads Site and the DC Reads Coordinator. The Team Leader should stand as an example to other tutors in terms of behavior and work ethic. They are expected to keep track of student attendance, help train new tutors, serve as the primary contact for their team, manage distribution and collection of information and any materials (including timesheets), and to assist the DC Reads staff with other activities throughout the year as the need arises.

**Commitment:** Team Leaders commit to serve for one semester. There is no guarantee that a tutor will be rehired as a team leader every semester. Retention of the job is dependent upon previous job performance and availability of the position in each given team.

**Benefits:** Team Leaders will have a starting pay of \$13/hr with the possibility of an increase depending upon the number of years working for DC Reads. Team Leaders will also have the opportunity to earn more hours in the extra duties that the Team Leader position demands. In addition, the Team Leader position is an opportunity to develop leadership skills and gain experience in managing a team. It is also wonderful resume builder.

# DC Reads Team Leader Training Manual

---

## *Responsibilities*

### **Administration**

- a. Report directly to the DC Reads Coordinator
- b. Ensure attendance records are returned to DC Reads Coordinator
- c. Make sure timesheets are filled out properly for team and returned on the designated date and time.
- d. Liaison between Campus Coordinator, Site Supervisor, and tutors.
- e. Fill out and submit a weekly report using a Google Form provided by DC Reads staff
- f. Distribute and collect site evaluations at the end of the semester

### **Supervision**

- a. Maintain tutor attendance logs for tutoring site
- b. Assist with training for tutors
- c. Assist in the evaluation process of tutors and sites by filling out surveys and conducting end of the year interviews
- d. Organize transportation for site (either vans, walking, or metro)
- e. Help DC Reads Coordinator organize and facilitate educational workshops

### **Tutoring**

- a. Tutor first- eighth grade students in reading, math or other social Skills
- b. Tutor minimum of four hours per week
- c. Receive training from school on appropriate model for teaching
- d. Maintain discipline of students

### **Special Projects**

- a. Become van certified
- b. Assist in coordinating special projects as needed (i.e. workshops, end of year activities, etc.)
- c. Submit Star Tutors and any other information for Newsletter

## Team Leader Training Information

### *Timesheets*

---

\*\* All timesheets must be turned in according to the attached schedule.

#### **What goes on the timesheet:**

For tutors:

1. Hours worked on site
2. Hours spent training on site
3. Driving hours (only tutors who are van certified and drive to site)
4. Metro fare (extra ½ hour per day)

For team leaders:

1. All of the same above
2. Time spent filling out weekly report (1/2 hour per week)
3. Time spent assisting with workshops (2 hours – this includes attendance)

All other payment items (time spent conducting finger-printing, becoming van certified, attending workshops, etc.) will be added to tutors timesheets by the DC Reads Campus Coordinator

#### **Suggestions:**

1. **Remind tutors:** If they do not sign the attendance sheet they do not get paid!
2. Turn in timesheets on the day and before the time they are due to the DC Reads/Community Service Graduate Assistant mailbox in Campus Ministry Office.
3. Please turn in timesheets **ON TIME!!!!** If you do not turn them in on time, your team will not be paid on time.
4. Remind non-FWS students write “Volunteer” on their timesheets.
5. Please remind tutors that until they have filled out a work-authorization form and received a confirmation e-mail from Career Services, they are considered a volunteer and cannot be paid for their hours

\*\* Paychecks are deposited directly into tutor accounts on the 10<sup>th</sup> and 25<sup>th</sup> of each month (10 days after payroll is calculated). Tutors who have not filled out a direct deposit form must pick up the payment from the Payroll office\*\*

## Team Leader Training Information

### *Weekly Reports*

---

**Purpose:** A link to the Google Form will be e-mailed to you at the beginning of the year – save this link and use it to fill out your weekly report every week. The purpose of the weekly email reports is to keep communication between the DC Reads Coordinator and the site open. You are our main link to the site since we cannot be there more than once a semester. It is only through your communication with us that we will be aware of upcoming events, problems on site, issues with tutors, etc. The weekly reports are to address: positive and negative aspects of the program, specific issues with attendance, resources, and transportation at site. It is also an opportunity to highlight any tutors who have been spectacular.

**Suggestions:**

1. Be concise
2. Be specific & thorough
3. Be on time

**\*\* *Weekly Reports are due at the end of the week***- the graduate assistants check for reports first thing during their office hours on Monday\*\*

**\*\*Please follow the link on to Google Form so an electronic version can be saved\*\***

**\*\*Add 30 minutes weekly to your timesheet for the completion of the weekly reports\*\***

## Team Leader Training Information

### *Weekly Report Blank Sample*

---

#### Weekly Report

Please fill out this form at the end of each week

Week of: \*

Site \*

- Center City
- CentroNia
- Hope Community
- Beacon House
- Higher Achievement
- Reading Partners
- St. Anthony's

Team leader filling out report \*

Summary of the week: \* Please include highs and lows, positives and negatives, any big

events, etc.

Were there any absences? \*

- Yes
- No

If YES, who and on what days?

An empty text input field with a light gray border and a patterned background. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

Are there any messages from the site supervisor or upcoming events we should be aware

An empty text input field with a light gray border and a patterned background. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

of?

Who is this week's Star Tutor and why? \*

An empty text input field with a light gray border and a patterned background. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

Questions/comments/criticisms/concerns?

An empty text input field with a light gray border and a patterned background. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

Never submit passwords through Google Forms.

# Team Leader Training Information

## Sample

---

### Weekly Report

Please fill out this form at the end of each week

Week of: \*

Site \*

- Center City
- CentroNia
- Hope Community
- Beacon House
- Higher Achievement
- Reading Partners
- St. Anthony's

Team leader filling out report \*

Summary of the week: \* Please include highs and lows, positives and negatives, any big

The first week at Reading Partners was really interesting! We got to meet the students that we will be working with all semester. We started off reading to and then progressed to working on their reading reports. Katie's student was distracting at first, but Katie eventually got her to focus by turning the worksheet a game. The other low was that we were about 15 minutes late arriving on Monday because we have never been to the site before and got a little lost. But we know here we are going now so we were on time the rest of the week.

events, etc.

Were there any absences? \*

- Yes
- No



If YES, who and on what days?

Billy was absent Wednesday.

Are there any messages from the site supervisor or upcoming events we should be aware

There will be no tutoring next Thursday because the students are going on a f

of?

Who is this week's Star Tutor and why? \*

Katie is this week's star tutor! She was able to get her distracted student to focus and they got a lot of work done.

Questions/comments/criticisms/concerns?

What time are time sheets due on September 15? Billy also wanted to know if the Graduate Assistants had received his e-mail about completing the online FERPA training.

## **Team Leader Training Information**

### *Workshops*

---

During the semester, tutors face a variety of issues with which they may be unfamiliar, such as behavior problems, learning disabilities, and motivation. The purpose of these workshops are to address these issues and give alternative and creative ways of solving the issues. It is also an opportunity for tutors to share their experiences and ideas with one another and to get to know tutors outside of their team. Team Leaders are responsible for helping facilitate these workshops once a semester

#### **How to conduct a workshop:**

The DC Reads Coordinator will be in charge of contacting site supervisors to request that they come to campus and conduct a workshop of their choosing – a presentation, discussion, etc. Team Leaders who assist with these workshops will do the following:

1. Help the DC Reads Coordinator coordinate the purchase of food and a thank you gift for the presenter
2. Arrive 15 minutes early to greet the presenter
3. Organize and take attendance as tutors arrive – make sure all tutors sign the sign-in sheet
4. Introduce the speaker and present them with their thank you gift
5. Assist the speaker if necessary
6. Help clean up at the end of the workshop

#### **Follow-up:**

1. Turn in attendance/sign-in sheet to the mailbox
2. Email Workshop Summary Report (see the next few pages for examples) to the DC Reads Coordinator
3. Submit a copy of any handouts and pamphlets that are passed out during the workshop to the mailbox (or send electronically)

#### **Some proposed workshop ideas:**

- \* Diversity
- \* Classroom Management
- \* Learning Styles
- \* Academic Games
- \* Good Lesson Plans
- \* Behavior Management



**DC Reads Team Leader Training Information**  
***Workshop Summary Report***  
*Blank Sample*

**Workshop Title:**

**Team Leader:**

**Date:**

**Attendance #:**

**Summary:**

**Suggestions:**

**DC Reads Team Leader**  
***Workshop Summary Report***  
*Sample*

**Workshop Title:** Diversity

**Team Leader:** Sally Example

**Date:** Jan 15, 2012

**Attendance #:** 15

**Summary:** The workshop last night went well. It was a good group for the diversity topic since we had people from rural towns, suburbs, and diverse cities. The discussions were quite interesting and diverse in themselves.

There was at least someone from each site who came to the workshop.

Dr. Seuss was able to come to the workshop and give a short presentation on the diversity of education in different settings (ie. rural & urban settings).

**Suggestions:** I think more inter-active activities could have been done to engage the tutors and have more participation.

## Team Leader Training Information

### *Attendance*

---

Attendance is important for the success of the DC Reads program. The children whom are served by the DC Reads program are greatly affected when tutors do not come to site. In addition, the Site has difficulty running their programs when tutors do not show-up.

**Attendance protocol:** *(Review protocol with your team)*

1. If tutor will be absent: contact team leader 1 day before and inform DC Reads Coordinator and site supervisor of absence.
2. **All attendance issues MUST be communicated via. email to the Team Leader, DC Reads Coordinator and Site Supervisor.** (If a tutor verbally says he/she will be absent, ask them to send you an email as a reminder of their absence) \*\* This is important because the emails are documented and placed in their file.\*\*
3. Forward or CC any 'attendance' emails to the DC Reads Coordinator as soon as the emails are received.
4. If a the Team Leader will be absent they must follow the same protocol, but in addition must appoint a member of their team to act as team leader for the day – someone who will take attendance, supervise timesheet distribution, record anything that needs to be included in that week's weekly report, report to the Site Supervisor (if necessary) and drive the van to site (if necessary).

## **Team Leader Training Information**

### *Communication*

---

#### **E-mail:**

**Check your e-mail EVERY day.** Preferably multiple times a day. This is our main source of communication with you – this is how we send out reminders, schedule changes, upcoming events, requests for assistance, and lots of other important information. This is also your Site Supervisor’s main method of communication. Please adhere to the following suggestions:

1. When requested to do so, respond in a timely manner.
2. CC the Graduate Assistant on any communication with Site Supervisor.

#### **DC Reads Website:**

Located at [dcreads.cua.edu](http://dcreads.cua.edu). We will post reminders about upcoming events here. The site also includes lists of tutoring resources, information about your site, contact information for all sites and DC Reads staff, and lots of other useful stuff! We recommend you check it once a week.

#### **Facebook and Twitter:**

Please like and follow us, respectively. These sites are updated daily and also contain info on important dates, upcoming events, etc. We also post pictures and inspirational quotes for those blue days!

#### **Newsletter:**

The newsletter is a way to promote team building and community between all the DC Reads sites. It is also an opportunity to highlight Star Tutors and inform the DC Reads community about any upcoming events at your site. Team leaders must assist with its creation and distribution by:

1. Submitting a Star Tutor nomination and a blurb about why when requested by the DC Reads Coordinator.
2. E-mail DC Reads Coordinator about any events at your site or articles you would like us to be aware of.
3. Distribute the letter to the rest of their team after printing and publication (the DC Reads Coordinator will leave you copies in your box and e-mail you when it is complete)

## **Team Leader Training Information**

### *Transportation Organization*

---

Transportation organization is vital to the DC Reads program. There are many details that need to be remembered. Team members do **NOT** include travel time on their time sheets, unless they are driving a van.

#### **Van Sites**

1. All team leaders **must** be van certified if their site is a van site (and we encourage every one else to be van certified as well)
2. Encourage all of the tutors in your team to become van certified in case of emergency or absence
3. Identify all team members who are van certified and coordinate a driving schedule
4. Collect and distribute contact information for all van certified tutors for emergency substitute situations
5. Meet at Campus Ministry a ½ hour before tutoring time and leave from there – vans will be reserved for you by DC Reads Coordinator
6. Pick up van keys day of or (for early morning sites) evening before you will be driving to a site
7. Make arrangements for substitute drivers as necessary

#### **Metro Sites**

1. Coordinate with the team a time to meet at the metro
2. Always travel together, especially when traveling in the evenings
  - a. **\*\*This is especially important during the beginning of the semester and for new tutors who have not been to the site yet**
3. Add an extra half hour to your timesheet for traveling on metro – this is how you will be compensated for your metro fare
  - a. FWS students only – unfortunately we cannot compensate volunteers – CentroNia and Center City will compensate volunteers directly

#### **Walking Sites**

1. Coordinate with the team and time and place to meet
2. Always walk to site together, especially important if you will be walking back after dark in the evenings
  - a. **\*\*This is especially important at the beginning of the semester for new tutors and those who are not yet familiar with how to get to the site on their own**

**\*\*\*ALWAYS** collect contact information from your team members as early as possible in the semester in case they are late to meet you at the designated time and place – you don't want to leave without a tutor who simply be running a few minutes late, but you don't want to wait around forever for someone who will be absent and forgot to tell you\*\*\*  
**\*\*This is especially important at the beginning of the semester when students are still figuring out schedules\*\***