



## Summer Programs Counselor Job Description

**TITLE:** Summer Programs Counselor

**MAJOR RESPONSIBILITY:** Responsible for the hands-on delivery of academic instruction, supervision, and welfare of a class of 12-15 students.

**REPORTS TO:** Site Coordinator

**ESSENTIAL FUNCTIONS:**

1. Delivery of Instruction:
  - a. Provide daily reading skills instruction.
  - b. Ensure adherence to schedule through smooth and timely transition between daily activities.
  - c. Deliver daily lesson plans.
  - d. Take and submit daily attendance. Document and report to site coordinator. Make daily phone calls to parent/guardian of absentees as appropriate.
  - e. Assist enrichment providers with planned activities.
  - f. Supervise students on planned field trips and outdoor exploration experiences.
  - g. Manage classroom in accordance with camp guidelines and Parks & People policy.
  - h. Maintain records including student performance, attendance, disciplinary actions taken, and other reports as requested.
  - i. Attend and participate in staff planning meetings.
  - j. Participate in other camp activities as requested and as appropriate to position.
2. Supervise Participants
  - a. Ensure that all students are actively engaged in the learning process.
  - b. Utilize positive behavioral management techniques.
  - c. Ensure students behave in a safe, respectful, and orderly manner.
  - d. Assist in meal distribution and clean-up.

**KNOWLEDGE:** Background or strong interest in education or other related field preferred. Previous experience in education or working with youth enrichment programs preferred. Knowledge of different learning styles and methods of content delivery. Ability to deliver lesson plans and instructions appropriate for grade level. Ability to connect and communicate with youth. Knowledge of special education laws and regulations. Ability to make accommodations for the diverse learner. Good oral/written communication skills.

**PROBLEM SOLVING:** Outstanding human relation skills needed to inspire and motivate students. Good time-management skills needed to handle multiple, concurrent classroom activities which serve the needs of students. Develop goals and objectives appropriate for each student's performance level.

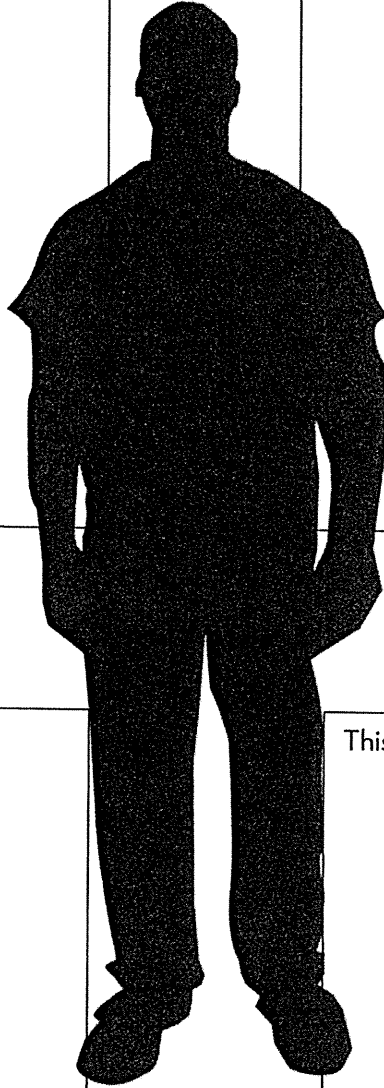
**ACCOUNTABILITY:** Goals and objectives are set with the assistance of the Site Coordinator, Academic Advisor, and Academic Coordinator. Function independently to manage classroom activities. Ensure that students accomplish camp goals and objectives in a timely manner. Responsive to parental involvement and communications. Counselors who have degrees in other fields, who are not certified as teachers, or who may still be in college will be matched in a mentoring/partner relationship with an experienced Academic Mentor.

**STRATEGIC IMPACT:** Through hands-on reading instruction methods and positive modeling, assist students in mastering reading techniques and developing a love of learning. Classroom activities are developmentally appropriate, designed to build reading skills and self-confidence and minimize "summer loss" with academic skills. Engage students as full partners capable of learning and understanding.

# The Best Of Us

You Get The Best of Me When:

You Get The Worst of Me When:



You Can Count On Me:

This Is What I Need From You:



## Staff Skill Assessment

The following questions could be given out in hard copy or incorporated into an online survey, like Survey Monkey.

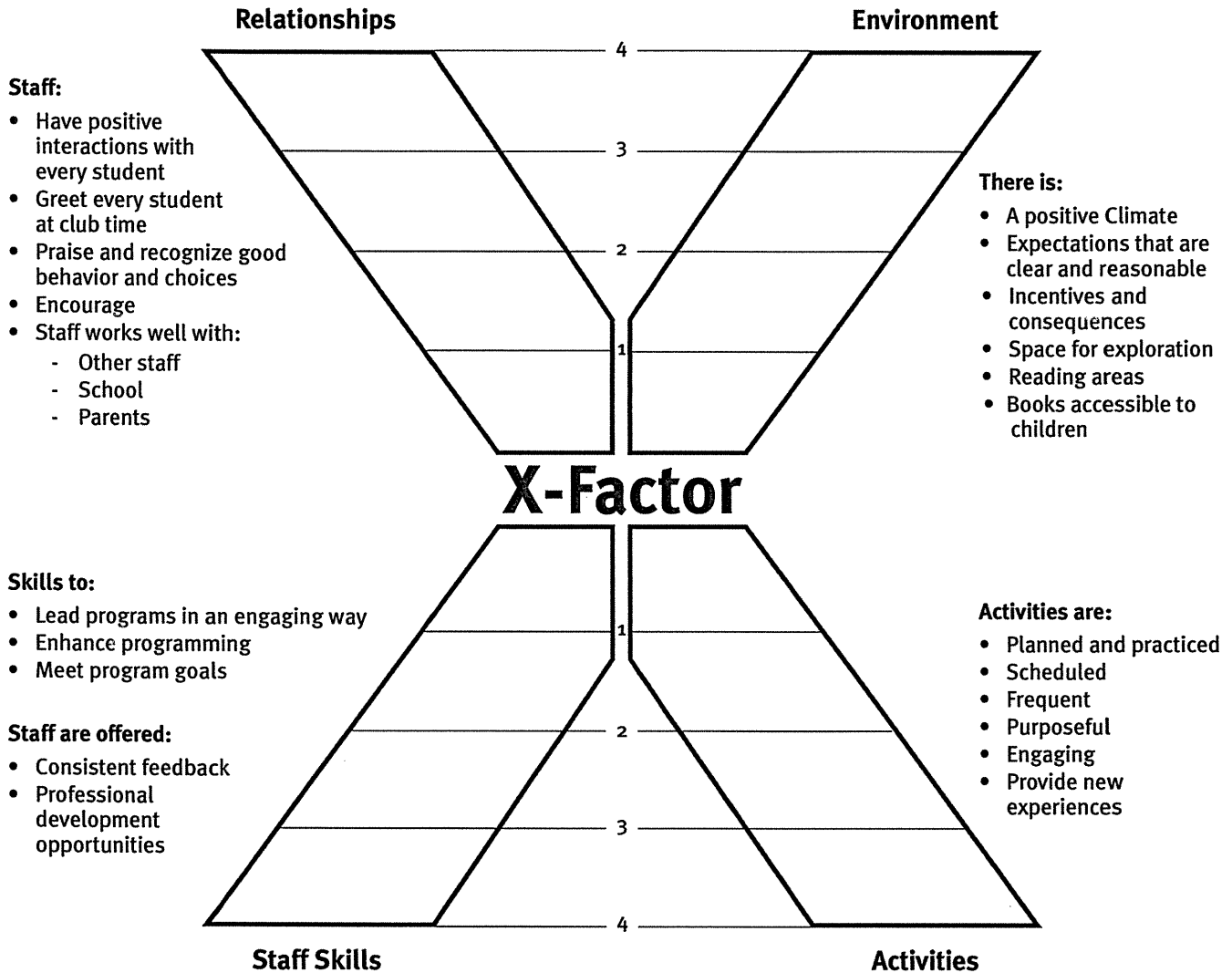
This questionnaire is intended to help us determine the kinds of workshops and training to offer staff members this summer. Please respond to the following statements about your experience/expertise.

	No experience/ expertise	Some experience/ expertise	A lot of experience/ expertise
<b>Planning Expertise</b>			
Writing curriculum or lesson plans.			
Planning thematic units.			
Teaching thematic units.			
<b>Youth Development Expertise</b>			
Understanding the needs and interests of the kids we serve.			
Getting kids interested and engaged in what you are teaching.			
Making sure kids are safe, both physically and emotionally.			
Resolving conflicts.			
Managing classroom/group behavior.			
Letting kids take on leadership roles in your class/group.			
Engaging the kids in group decision-making.			
Building positive relationships with kids.			
Connecting with parents.			
Connecting to community resources.			
<b>Academic Expertise</b>			
Knowing academic standards for the age group with which you work.			
Teaching academic subject matter.			
Using project-based learning.			
Knowing about learning theory – i.e., understanding how kids learn.			
Evaluating youth work through assessments, portfolios and project rubrics.			
<b>Leadership Expertise</b>			
Managing other staff.			
Organizing field trips.			
Managing groups during field trips.			



# Out of School Time Frontline Staff Leadership Training

Site: \_\_\_\_\_



**Based on the X-Factor Chart, our areas for growth are:**

- 1.
- 2.
- 3.

**OST Enrichment Coaches:**

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**UWCI OST Enrichment Initiative - Evaluation Framework**

**SITE:**

**CLASSROOM:**

<i>Initiative Goal: Build and sustain the organizational and staff capacity of OST programs to provide high quality learning activities before school, after school and over the summer.</i>				
Outcome	Not Evident	Minimal	Progressing	Satisfactory
<p><b>1: Improved quality of activities</b></p> <ul style="list-style-type: none"> <li>✓ <b>Planned</b> – there is forethought put into the activities so they are intentional learning opportunities, activities have a purpose or goal, there is lesson planning occurring</li> <li>✓ <b>Includes literacy</b> – domains of language are present in most activities, there are opportunities for youth to listen, speak, read, write, and practice vocabulary</li> <li>✓ <b>Engaging</b> – children and youth are on task, activities are interesting to them</li> <li>✓ <b>Scheduled</b> – there is regular time set aside for activities across the day, week, and year</li> <li>✓ <b>Frequency</b> – quality learning activities are happening often</li> </ul>	<p>No evidence that activities are of quality based on definition of planned, includes literacy, engaging, scheduled and frequency</p>	<p>Activities may be of quality, but these quality activities are infrequent</p>	<p>Quality activities are happening more frequently</p>	<p>Quality activities are happening a majority of the time</p>
<p><b>2: Improved quality of resources to support activities, including, but not limited to:</b></p> <ul style="list-style-type: none"> <li>✓ Technology</li> <li>✓ Books</li> <li>✓ Curricula</li> <li>✓ Materials</li> </ul> <p>The quality of resources is defined by quantity, appropriateness, and categorical diversity.</p>	<p>No evidence of quality resources to support quality activities based on the definition provided</p>	<p>The resources used for learning activities do not meet the definition provided in whole or part</p>	<p>The quality of resources (in any way based on the definition) are improving</p>	<p>The site consistently utilizes resources that are appropriate, diverse and of sufficient quantity to support high quality learning activities</p>
<p><b>3: Improved staff competency to provide high quality activities</b></p> <ul style="list-style-type: none"> <li>✓ <b>Motivated</b> to learn and adapt strategies, willingness to work with the literacy coach</li> <li>✓ <b>Self-directed</b> in planning and implementing strategies</li> <li>✓ <b>Creates and sustains</b> an environment/atmosphere conducive to learning</li> <li>✓ <b>Maintains</b> positive relationships with participants</li> <li>✓ <b>Provides</b> high quality activities regularly</li> </ul>	<p>No evidence of staff competency based on the definition provided</p>	<p>Staff exhibit either one or two of the indicators of competency, competency may be inconsistent among all staff</p>	<p>Staff are showing growth in competency</p>	<p>Consistently across all staff at site, staff are competent based on the definition of motivated, self-directed, classroom management, positive relationships and frequently providing quality activities</p>

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<p>4. Improved stakeholder collaborations to support quality programming. Stakeholders may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>✓ Parents</li> <li>✓ Peer organizations through the OST Network</li> <li>✓ Schools</li> <li>✓ Partners and other service providers</li> </ul>	<p>No evidence of stakeholder collaborations</p>	<p>Stakeholder collaborations do not fit the definition in whole or part</p>	<p>Collaborations with any stakeholders are <i>improving</i></p>	<p>The site <i>consistently</i> engages and collaborates with all applicable stakeholders to support high quality learning activities</p>
<p>5. Improved use of participant data to inform quality activities and evaluate impact</p>	<p>No evidence of use of participant data to inform activities or evaluate programming</p>	<p>Participant data is not effectively collected or is not effectively utilized for informing activities and/or evaluating program impact</p>	<p>Use of participant data to inform activities and evaluate impact is <i>happening more frequently</i></p>	<p>Site <i>consistently collects</i> and <i>utilizes</i> participant data to <i>inform</i> quality learning activities and <i>evaluate</i> program impact</p>