

## Position Description

### POSITION PROFILE

**Position Title:** Winter Reading Ready Tutor

**EOU Department/College:** College of Education, Reading Clinic

**EOU Supervisor Title:** Jessica Hagedorn, Director of Tutoring Services

**Typical Job Duration:** January 8 to March 22, with the option to continue during the spring term.

**Job Level:** \$15.20 per hour, plus a \$250 scholarship to be applied to student account for spring term, Level 5

**Type of Schedule/Typical Hours:** Part-time; tutors will work 4 times a week during either 8:30-9:45 AM or 9:15-10:45 AM, Monday, Tuesday, Thursday, and Friday.

**Typical Number of Hours Per Week:** Hours will depend on the assigned tutoring slots but typically range from 4 to 8 hours per week.

### POSITION INFORMATION

#### **Student Position Description Summary:**

Make a difference and lasting impact on 1st and/or 2nd grade students in our local community who need support to be the best readers they can be! By using a specific literacy intervention called Reading Ready, you will help students learn early literacy foundational skills. Reading Ready sessions take about 20 minutes per student. You will be assigned 3-6 students and work with each individually 3-5 times per week. No prior tutoring experience is required. All tutors

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will receive professional development that builds both their skills and commitment to serving the needs of their students. These professional development sessions instruct on best practices for tutors to be culturally relevant in their intervention execution and attentive to the social/emotional needs of their students. Tutors are trained to be strengths-oriented and frequently talk with their students about their progress. The positivity that tutors bring to each session and their ability to target instruction creates an environment conducive to students making large gains in their reading.

### **Job Duties/Responsibilities/Essential Functions:**

- Commute to and from a designated La Grande Elementary School to conduct tutoring sessions.
- Complete necessary background checks, fingerprinting, and other compliance requirements (costs covered by the university).
- Participate in approximately 4 hours of online training prior to the start of tutoring.
- Conduct data entry for each tutoring session and maintain accurate records.
- Track and submit timesheets accurately and on time.
- Submit session recordings periodically to support tutor development and adhere to program standards.
- Maintain and organize tutoring materials, ensuring they are prepared for each session.

## **HIRING CRITERIA**

### **Minimum Qualifications:**

- Training and tutoring commitment begins January 8 and continues through March 22. Option to tutor during spring term will also be available.
- Tutors must participate in paid training the weeks of January 8 and January 15.
- Schedule allows for tutoring 4 times during one of the following times: 8:30-9:45 or 9:15-10:45 Monday, Tuesday, Thursday, and Friday
- Comfortability working in a school setting and facilitating 1:1 sessions with young students
- A positive attitude and growth mindset while working with students
- Willingness to learn about key literacy concepts
- Ability to follow written directions
- Organized, timely, responsible and professional

### **Preferred Qualifications:**

- Previous experience working with children, particularly in educational settings.
- Interest or background in education, early childhood development, or a related field.
- Demonstrates strong interpersonal and communication skills.

### **Desired Knowledge, Skills & Abilities:**

- Understanding of early literacy development and instructional strategies.
- Ability to engage young learners and foster a supportive educational environment.
- Skills in managing time effectively and adapting to the needs of individual students.

## **STUDENT LEARNING OUTCOMES**

*As a result of completing this internship, the student will:*

### **Academic Learning Outcomes:**

- Develop and apply effective literacy instruction techniques.
- Gain a deeper understanding of early childhood literacy development.

### **Industry Learning Outcomes:**

- Acquire practical teaching experience in a real-world educational setting.

### **Career-Readiness Learning Outcomes:**

- Enhance skills in communication, time management, and pedagogical strategies that are essential for careers in education and tutoring.

## **PROFESSIONAL DEVELOPMENT & TRAINING**

### **Professional Development & Training**

EOU student employees have an opportunity to engage in professional development and training as a part of the job. Supervisors support the attainment of professional development by either providing internal department-specific training and/or time reassigned from normally scheduled duties to participate in University-wide training opportunities including appropriate virtual community training opportunities.

Specific training/professional development opportunities:

- *[job-specific training from your department]*
- *[University and virtual community training/events specific to the student position]*
- Multicultural-sponsored training, activities, and events
- Career exploration activities via Career Services
- EO Career Expo Career-Ready symposium First Wednesday in April
- Resume Review with Career Services and/or WorkSource Oregon

## **LEARNING ASSESSMENT & PERFORMANCE EVALUATION**

### **Learning Assessment and Performance Evaluation**

Once a term, student employees and supervisors meet to discuss the progress on completing the position's learning outcomes and the employee's job performance. Specifically:

- Adjustments to the learning outcomes and job duties as needed in order to meet the outcomes
- Upcoming training and professional development opportunities
- On-the-job performance feedback and the level of meeting job duty expectations
- Application of coursework to the workplace, job duties, and learning outcomes
- Application of possible connections to future career-related interests and coursework