

**NMH Upward Bound Tutor Counselor Intern Program Description**  
**2010 Dates:** June 14<sup>th</sup> to July 29<sup>th</sup>. Interns are free on most weekends.

**The Upward Bound Program** at Northfield Mount Hermon School is a federally funded college preparation initiative to assist 75 low-income; first generation college bound students from Holyoke, Springfield, and Franklin County, Massachusetts. The students live on the Mount Hermon campus for six weeks and take classes in English, Math, Science, Literature, and World Language. They also participate in regularly scheduled athletic and cultural activities and receive both career and college counseling.

### **Overview**

*The Tutor-Counselor Intern (TCI) Program* introduces college and graduate students to careers in education and affords them hands-on experience working with a diverse student body from low-income families. By providing opportunities in one or a combination of roles, the Tutor-Counselor Internship offers leadership experience that is applicable to a wide variety of career paths.

### **Internship Components**

***Mentoring and Teaching*** At the heart of the program is mentorship through TC groups. Each intern is assigned a group of students with whom they work closely throughout the summer. By proctoring study halls, conducting individual meetings, facilitating orientations, and planning a range of extracurricular activities, interns hone leadership skills while positively shaping the experience of Upward Bound (UB) scholars.

***Designing and Planning Activities.*** Each intern is given the opportunity to develop activities in areas such as athletics, drama, music, foreign language, and community service. Additionally, interns can facilitate diversity workshops, produce performances, and assist with event planning. Designing and planning activities allows interns to tailor the internship to her or his interests and abilities.

***Modeling Responsibility and Mediating Behavior.*** As a member of a six-week residential program, interns live in dorms with students. As dorm staff, interns counsel students and provide healthy boundaries. As adult members of the community, interns model the behavior and etiquette appropriate for academic environments. Beyond providing invaluable mentorship opportunities, living with students allows interns to share the students' joys, frustrations, set-backs, and triumphs. The residential component can be the richest and most remembered experience of interns.

## **Benefits and Qualifications**

To prepare for the summer, TCIs receive four days of intensive orientation. Topics covered include the following: learning styles, differentiated instruction, cultural capital, UB policies and procedures, program structure, staff roles and responsibilities. Throughout the summer, support is provided through written evaluations, meetings with supervisory staff, and mentorship by lead teachers.

After completing the TCI program, participants will have the following:

- Letters of recommendation as needed to be used for future employment
- Written feedback from supervisors identifying strengths and offering concrete suggestions for improvement
- Feedback from classroom observations and support in curriculum planning and implementation
- Professional development on a wide range of topics from curriculum development to conflict resolution
- Resume-building experience as a teaching assistant, dorm staff, chaperone, and mediator
- Experience planning and facilitating elective classes, fieldtrips, workshops, performances, and other extracurricular activities

### **The ideal applicant will:**

- Believe in the promise of all students
- Work well in a dynamic, fast-pace, student-centered environment
- Communicate openly and proactively about their experience and concerns
- Have an interest in exploring social justice themes such as classism, cultural capital, and white privilege
- Have teaching, tutoring, or dorm staff experience
- Be prepared for a challenging, high-energy, and rewarding summer experience

### **Intern accommodations include:**

- Meals, office supplies, and coverage of all program-related expenses
- A single room with an Internet connection, phone, and other necessary accoutrements
- Materials and equipment for classroom teaching, electives, and other extracurricular activities

Interns who volunteer or come with college grants or work study funds are given first priority. Each year we also offer several paid internships for students who cannot afford to volunteer or who do not have access college funding.

### **Testimonial from Previous Interns**

The UB summer internship is an intense, challenging, and rewarding endeavor. Through their interaction with students and other UB staff in the dorm, at meals, and during activities, TCIs learn and grow tremendously. Recent interns report that their summer experience helped shaped their career choices and their perspective on education and social justice. The following quotes from 2009 TCIs show the amazing impact this internship can have.

#### ***What Interns Accomplished***

"I wanted to gain more experience teaching; I was able to achieve this goal in a positive, supportive environment with many helpful mentors and a teaching assistant. I gained invaluable experience teaching students, designing curriculum, managing a classroom and differentiating material."

"I hoped to see a noticeable change in a student's behavior and know that I contributed to that change. I can say confidently that most of our Scholars have grown a lot these past six weeks, and there are a few students where I can identify changes that have happened in part because of the relationship I have with them and the support I have provided."

"I wanted to help some kids understand academic material significantly better. I have made an impact on a few kids' academic understanding. "

"I broaden my personal understanding of different backgrounds and cultures. Even when creating this goal at the beginning of the summer, I did not realize the extent to which my consciousness of different ways of growing up would be expanded....I am grateful for the tremendous personal growth that I have had here at UB."

#### ***What Interns Learned***

"There's always more to a student issue than meets the eye; it's not always just behavioral, and it's not always academic. When a student is experiencing trouble or setbacks, the cause is multifaceted and takes a lot of examining to fully understand."

"High school students have tremendous potential to grow both academically and socially over only 6 weeks! At UB students had a safe space where they could really be themselves without worrying about other people's judgments. This is a rare thing for almost all of these kids. The academic and social support network allows students to take risks and to get help if they need it from people that really care about them."

"[I learned] little more about myself, and others with regard to class and classism—both from the program theme and conversations with students themselves—the idea that we are trying to teach these students the culture of power in order to give them access to positions where they can affect it."

"[I learned] how to keep better track of all the details of a hectic, but manageable, schedule."

### ***How Interns Were Impacted***

"After doing some philosophical work about whiteness, it has been an amazing opportunity to be able to observe and see the ways that white privilege actually plays out. I think this is an amazing intersection of cultures, ages, races, and classes and I think it is the perfect place to probe our understanding of racism and white privilege. Reading and writing can only go so far: Upward Bound is a place where one can truly be challenged to respond to racism and white privilege."

"[This internship] taught me patience. A quality that can always be used."

"I feel very inspired by this internship. The work here is exhausting but also very rewarding. I feel energized by the summer and know that, even if I don't end up working in education, mentoring will somehow be a part of my life."

"My work at UB has helped to prepare me if I choose to become an educator. I have gotten amazing experience with just about every aspect of the classroom: lesson planning, homework assigning, classroom management policy creating, quiz making and giving, grading, and of course teaching. It has been incredibly rewarding and enjoyable to challenge myself to find ways to engage the students, and the ideas and support that others have given me as well as the work that I've generated here can certainly carry over to other classrooms if I choose to be an educator ultimately."

"My work here has solidified my gut instinct that I'd like to pursue a career in student programming (e.g. deaning, counseling), rather than lead traditional academic classes."

"[This internship has] fostered my interest in the sociology of education and encouraged me to pursue sociology in the future."

"The amazing people (staff and students) here have inspired me to look for work environments like this one, and make me think seriously about trying to come back next year."

## **Upward Bound Program Components**

### **Summer Academy on NMH campus**

- 75 students from Greenfield, Turners Falls, Holyoke, and Springfield attend our six-week Summer Academy on the Northfield campus of Northfield Mount Hermon.
- All students take a challenging course of study (40 hours of classes per week) designed to develop and strengthen skills in English, Math, Science and World Language.
- Seminars prepare students for study skills, standardized college tests, and the college application process.
- Students participate in athletic and cultural activities including trips.
- College students and UB alumni provide mentoring and tutoring.
- The Annual Diversity Conference provides the opportunity to explore a wide range of diversity issues facing students now and in college. NMH Upward Bound Program has received national recognition for its work on diversity issues.
- Students live in dorms, which prepares them for the experience of moving away from family, living with roommates, and learning about diversity.
- All services are free to students and most transportation is provided.
- Fee waivers are provided for college applications and required testing fees.
- Students earn small stipends for meeting program expectations.
- Families support the program through participation in the Parent Advisory Council, Family Days, and fundraising activities.

### **Academic Year Support (September – May)**

- Mandatory weekly academic advising is provided to each student at his or her school.
- Mandatory tutoring is provided twice a week in each school for any core subject grade lower than a **B**.
- SAT Prep, college research, college visits, interviewing skills, financial aid workshops, MCAS preparation, decision-making skills, and study skills are offered throughout the year.
- Intensive assistance is provided to students and parents throughout the college and financial aid application process.
- Students contribute a minimum of 52 hours of community service each year.

**Northfield Mount Hermon School**  
***Upward Bound Program***  
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**APPLICATION FORM**

Please submit this form to us by email or mail. Upon receipt of these materials we will be able to consider your application and we may request additional materials such as transcripts, recommendation letters, etc. We will consider completed applications immediately upon receipt until all positions are filled.

***Please check the all of the following that apply***

- I am willing to volunteer*     *I will consider a paid position only*  
 *I may be eligible for work study at my college (Please check with your financial aid office)*  
 *I may be able to access funds through my college career office (Please check your career office)*

Legal Name \_\_\_\_\_ Preferred name \_\_\_\_\_

Current address \_\_\_\_\_

Current phone number (\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

Email Address \_\_\_\_\_

Home address \_\_\_\_\_ Home phone number (\_\_\_\_) \_\_\_\_\_

Undergraduate College(s) \_\_\_\_\_ Date of Birth \_\_\_\_\_

Graduate Studies: \_\_\_\_\_

College major (graduate degree if applicable) \_\_\_\_\_

Are you legally authorized to work in the United States? \_\_\_\_\_

Do you hold a valid driver's license? \_\_\_\_\_ How long have you driven? \_\_\_\_\_

Do you have any experience driving a 7 passenger van? \_\_\_\_\_

Please list any languages you speak, besides English, and your honest assessment of your degree of fluency in that language: \_\_\_\_\_

\_\_\_\_\_

**Past Jobs/Internships:** Please list below or attach a resume with this information.

Year	Employer	Job title	Responsibilities
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**Please answer the following questions. Attach a separate page.**

- 1) What is your thinking about a possible career?
- 2) List at least three things you hope to accomplish through this internship.
- 3) Do you have any experience working with adolescent students in an educational or a residential setting? Please explain.
- 4) If you are selected, are there any special activities or projects you would like to offer? Are there any elective classes that you would be willing to organize or teach? These could be academic or recreational. Please specify.
- 5) What about the Upward Bound Program most interests you?
- 6) What roles do you think class and race play in terms of college access in the U.S.?

**Check the boxes below that best describe your comfort level in these academic areas. Add any additional comments that will help us understand your level.**

SUBJECT	Not comfortable	Can tutor	Can assist in classroom	Can teach (haven't yet)	I have taught this subject
Algebra I					
Geometry					
Algebra II					
Pre Calculus					
Calculus					
Writing					
Research					
Biology					
Anatomy and Physiology					
Chemistry					
Physics					
French					
Spanish					
Other language:					
Study Skills					
Outdoor Ed.					

7) Other academic or recreational areas of interest:

8) **OPTIONAL** Please add any comments or materials that will help us assess your fit for this position. Thank you!