



Literacy Leaders Apprenticeship Program

High School Partner Site Agreement 2015-2016

PROGRAM PURPOSE

The **Literacy Leaders Apprenticeship** offers high school students the opportunity to become active participants in a community-based initiative to close the achievement gap by providing literacy tutoring to first and second graders. During the semester-long apprenticeship, selected students in the 10th, 11th, and 12th grades will come together as a group in their neighborhood branch of The New York Public Library ("NYPL") to be trained in best practices for early reading development. Upon successful completion of this program, students will be awarded

1 ELA credit on their high school transcript and begin a paid internship providing direct tutoring with the continued support and monitoring of the Education Coordinator.

ROLES AND RESPONSIBILITIES

Thank you for partnering with NYPL's Literacy Leaders Program to offer students at your school an enriching academic and job readiness experience. In order to ensure all students are fully supported in their efforts we propose the following outline of roles and responsibilities during the Literacy Leaders Apprenticeship Program during Semester 1 of the 2015-16 school year.

Education Coordinator will:

- Present the school Principal with these program documents: Program Overview, Curriculum Outline (documenting the required 54 instructional hours), Learning Objectives, Course Syllabus (with grading policy), and Common Core Alignment.
- Meet with the Supervising Teacher (as assigned by the Principal) to review the above documents. Any feedback or revisions requested in order to be aligned with the academic expectations you hold for your students and course offerings will be incorporated into the program as appropriate.
- Notify the Supervising Teacher of students who have been accepted into Literacy Leaders. This includes the Cohort they are enrolled in.
- Inform Supervising Teacher of student progress weekly by electronically sharing the roster with marks in Attendance, Community Membership and Personal Responsibility. Rubrics detailing the expectations for these areas will be shared as well.
- Submit suggested letter grades for and electronic copies of all assessed student work and attendance data by your school's deadline in order for the Supervising Teacher to enter it into your school's data tracking/grading program at the end of the grading policy so this information becomes part of the student's permanent record managed by the school in compliance with the Chancellor's Regulations on Family Educational Rights and Privacy Act ("FERPA"). This includes 3-5 assignments throughout the term plus the Final Portfolio and Presentation in the last week of January.
- Drop off hardcopy student Portfolios to the Supervising Teacher after the end of the Semester to return to the students.
- Communicate directly with the Supervising Teacher about any student concerns and collaborate on appropriate supports and interventions. This includes notification of students not on track to pass the class.
- Make available an electronic copy of all lesson plans for the Supervising teacher's records. Respond to any questions about curriculum and instruction that may arise.

Supervising Teacher and Principal will:

- Review all curriculum documents shared by the Education Coordinator and provide input as necessary to ensure they align with your school's academic expectations.
- Work with the school Principal and Registrar to code Literacy Leaders correctly to ensure it shows up on students' grade reporting and transcript as ELA Elective credit (or ELA credit as per the discretion of the Principal). This needs to be completed no later than the end of October.
- Share with the Education Coordinator any specific requests for how attendance and assessment data is submitted (see above).
- Provide the Education Coordinator with your school's dates for the end grading cycles and the due dates needed for receiving student grades from the Education Coordinator in order to ensure they are entered in time to be documented on any progress/final report cards.
- Based on data received from the Education Coordinator, enter all student grades and attendance into your school's data system.
- Represent that your school has obtained all necessary consents to share student records with NYPL in accordance with the Chancellor's Regulations on FERPA.
- Check student progress/final grade reports to make sure Literacy Leaders is showing up and calculating accurately on transcripts. If there are any errors, notify the Principal and other relevant staff at your school for a timely resolution.
- Check in with student enrolled in Literacy Leaders to support successful participation and completion of the program.
- Work with the Education Coordinator to address any needed student support or interventions in a timely way.
- Contact the Associate Manager of NYPL OST programs, Zachary Margolis, if the Education Coordinator has not been responsive to her responsibilities as listed above and direct communication to resolve the issue has not been successful.

I understand and agree to the roles and responsibilities in NYPL's Literacy Leaders Apprenticeship Program High School Partner Site Agreement and I have the authority to enter into this agreement.

Partner High School Principal:

_____ Signature	_____ Date
_____ Name	_____ Title

Partner High School Supervising Teacher:

Signature	Date
Name	Title

The New York Public Library Literacy Leaders Education Coordinator:

Signature	Date
Name	Title