Family Literacy Program: America Reads/America Counts

“There is no better way to serve another human being than to support the learning development of a young child! We envision the tutor as a mentor who makes a personal commitment to a student’s success and offers support and encouragement for learning. Tutors have something valuable to offer students. The personal support of one-on-one interaction and encouragement will create a sparkle in the students’ eyes as they experience success. Tutors will also experience the excitement of sharing the gift of learning!”

TUTORS . . . . . . ARE COACHES
TUTORS . . . . . . BUILD TEAMWORK
TUTORS . . . . . . MOTIVATE SUCCESS
TUTORS . . . . . . GUIDE STRATEGIES

The programs are a result of the government grant received at Emporia State University and a cooperative effort between The Teachers College, the Office of Professional Education Services, the Jones Institute for Educational Excellence, the cooperating host schools, and the Office of Student Financial Aid. All areas have significant input in the design and direction of the program. All tutors are under the Federal Work Study Program and administered by the Office of Professional Education Services in the Teachers College. Tutoring hours may be used for the required 100 hours for admission to Phase I/Block 2. Emporia elementary public schools (K-4 and 5-6) are served.

Most materials used by the tutors are created or selected specifically for this program utilizing the expertise of professional educators on campus and in the schools to devise high quality materials to benefit the tutor and the students. The goal is to provide our college students experience as tutors working with young people in a school setting and give quality instruction and mentoring to the classroom students.

During the school year, participants give our program feedback on the performance of our services. Responses on individual tutor evaluation forms are compiled for summary reports and help guide and revise our program.

Gwen Eidman, Coordinator
341-5447 OPES VH 208
Email: geidman@hotmail.com geidman@emporia.edu

Dr. Sue Peterson, Director
341-5447 OPES VH 208
Email: speterso@emporia.edu
Tutor Responsibilities

Attend Training Sessions

Attend Staff Meetings

Contact the cooperating supervising teacher(s) to whom you are assigned.
- Determine your work schedule.
- Find out the rules of the school.
- Meet school staff, especially the principal, and visit with all support people.
  Set a work schedule and determine responsibilities for the first two weeks.
- Observe teaching/children when possible and analyze the regular routines so you can fit in that setting in a manner which is least disruptive to the classroom.
- Determine your role with the supervising staff and begin planning. There may be a limited portion of your time used for planning and preparation of lessons involved with your tutoring. Be sure to talk this aspect over with your supervisor and put it into your daily schedule (if you are responsible for planning).

Complete daily paperwork and responsibilities:
- Timesheet
- Daily log
- Planning/Collection of materials (when necessary)
- Have the teacher sign your timesheet
- Be careful to do this in a way that does not infringe on teacher’s time and make yourself accessible. Be open to suggestions and direction from all supervisors.
- Remember that you must spend your time tutoring in areas that provide literacy training (contact Gwen Eidman if you feel you may be in violation of this requirement).
- Turn in your timesheet & daily logs at the designated two week deadline.
  Submit completed evaluation forms as directed.

Direct any concerns to Gwen Eidman or Sue Peterson. They will work with you on appropriate steps to take for each individual situation.

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EXPECTATIONS:

1. You are a guest in the school and classrooms.

2. **Show respect.** **Remember protocol.** (for example, use appropriate titles--Mr., Mrs., Miss, Ms., Dr.)

3. **Show enthusiasm.** Build a rapport and good working relationship with the teacher.
   
   Leave your problems at home.
   
   Do not become another problem for the teacher.
   
   Be excited for the students and for the teacher’s classroom goals.
   
   Might not be the best teacher, but they are the boss of that classroom.
   
   Respect them for who they are. Different personalities.

4. **Remember to say “Thank you.”**

5. **Be quick to listen, be observant………and slow to speak.**
   
   Also slow to anger and aggravations.

   Learn the value of saying “Oh, really” when necessary.

6. **BE PUNCTUAL………**
   
   Always call the school if you are running late or will be absent.

   Also notify Mrs. Eidman of your absences.

   Teacher will have to make alternate plans because you are not there.

7. **Act and dress in a professional manner.**

8. **Learn the school’s behavior expectations and enforce them.**

9. **Become acquainted with the secretary and principal and other school personnel.**
   
   Be pleasant to all staff! Build relationships. Treat all as if they are the principal.

   Secretary is right hand to principal.

   
   Frontline person. Reports information to principal.

   The heart of the school.

   Custodian knows where everything is.

   Can fix things for you. Reports to principal.

   Clean up after yourself.

   Will need these people for references later.

   Always be respectful to others even if that is not always the way you are treated.

10. **Learn the procedures of the classroom that you work in.**

    Be sensitive and observant to classroom set up and organization.

    Be sensitive to teacher’s pet peeves.
Find out what exactly is being expected from you as the tutor.
Be sure of materials, supplies, certain students.
Keep alert to what is acceptable and not acceptable in student behavior.
Enforce the rules.
Keep up on objectives being taught and teaching method being used.
Communicate to teacher the progress or lack of progress of the students.

11. Enter and leave classrooms quietly and discreetly.
Timing is important! If teacher is teaching, do not interrupt.
Find appropriate times to talk to the teacher.
Refrain from hugs from students. Starts a chain reaction.
Keep students quiet in hallways at all times. You refrain from talking also.
   Put fingers to lips to signal “sh”. Don’t verbalize the “sh”.
Fit in…….Do not disrupt.

12. Be alert to what is needed to be done.
Be flexible and helpful. Watch body language.

13. Keep student information and situations confidential.

14. Always consult your classroom teacher if you have any questions. However, do not interrupt the teacher when instructing.

15. Notify your teacher if you experience any difficulty with a student.
Especially behavioral concerns.

Timesheets: Can pay for preparation time if having to create and make teaching materials.
Daily Journal/Logs: Allow teachers to view your comments when discussing progress of students. Teachers may wish to make additional comments.
Resource Help:
Many commercial games and teacher resources are available through ESU/Flint Hills Instructional Media Center (Visser Hall 226)

Science and Mathematics Education Center (Science Hall 177)

Your future is in the business of educating students.

The impressions and contacts you make as a tutor in a school are an opportunity for you to create a network of support for your career as a teacher.

You are providing service to society—Proficiency 1 in the Conceptual Framework.

YOU ARE IMPORTANT!!!!!
TIPS:

1. **Become a role model (better yet, a REAL MODEL) to your students!**
   Show students the importance of reading and math in your life. Always look for opportunities to share reading and math experiences with your students. If you do not enjoy reading or math, work on improving this attitude in yourself. Start with small activities and work to more difficult tasks.

2. **Get to know your students!**
   It is very important that you know your students well. Find out about interests and dislikes, things that motivate them, and etc. Knowing your students well will help you make good decisions when helping them with reading and math. (Practice saying, “Oh, Really!” Pass on important or delicate information you may discover to your classroom teacher.)

3. **Be patient, warm, and supporting when working with children!**
   Show them that you care about them. Do not be distracted, complacent, or disinterested while you teach them. Stay focused on the student task at hand. Students respond to extra caring and attention. Keep students focused.

4. **Expect progress and improvement!**
   Remember, however, that progress and improvement can come in small steps and with much repetition. Give lots of encouragement and enthusiasm for what they do learn. Encourage students to be proud of their efforts and accomplishments. You cannot give a student too much recognition or praise. Remember to praise in public and discipline in private! If student is making inappropriate behavior choices to get off task, correct immediately. Say something like, “Let’s make a better choice”.

5. **Start easy and move to more difficult!**
   It is very important for the student to have early successes with you. Look for activities which you know will be interesting and easy. Children make faster progress when working in materials which are at their independent (easy) level and then with enthusiasm encourage them to move to something more challenging. Do fun games like “beat the clock,” “concentration,” “guessing games,” etc. Provide time in a rich literate environment (like the library or a classroom library). You may need to guide the student in usage of such a facility. Enjoy this part of the process together!

6. **Practice, practice, practice!**
   The best way for all individuals to improve a skill is to practice.
   This statement is also true for reading and mathematics. Find many opportunities to read and do math! Read orally, silently, in groups, one at a time, as buddies, etc. Try to provide a wide variety of materials on the student’s level. Enjoy the practice time!
   Remember to change gears or back up when you seem to be at a dead end with a concept. Possibly think of another approach to teach the concept and then practice, practice, practice!

7. **Refrain from preferential treatment!**
8. **Give a short report to the teacher!**

Teachers appreciate having feedback on students’ progress. You may give a short oral or written report about the child’s progress. Perhaps on a post-it note on the child’s work. Do supply some feedback communication as often as possible.

**Types of activities being performed by tutors:**
- Works with one student 3 days a week on reading related to math.
- Helps with understanding directions and problem solving.
- Small group and individual assistance.
- Helps test for student progress in skills.
- Developed and presented a complete lesson over the Presidents. Displayed their work on a board, answered questions, and directed students quite easily.
- Helps read math and social studies.
- Helps with Writer’s Workshop.
- Prepares materials and administers interactive bulletin board activities.
- Supervises the activities at centers.
- Develops activities and games for specific children on her own time.
- Tutors ELL students.
- Helps one student stay on task with his work.
- Tutors “at risk” students in reading.
- Helps test vocabulary words from assigned readings.
- Specifically works with 2 students.
- Cross Curriculum studies, peer reading, and study time tutor.
- Supervises small group reading.
- Works with students individually assisting with comprehension and vocabulary skills.
- Spends a lot of time outside of class preparing activities to help students learn concepts.
- Helps students assess their work.
- Monitoring language activities with a special needs student.
- Improving reading skills by tutoring and guiding.
- Helps a variety of students re-do work they have had difficulty with.
- Takes a select group of students to read tests to them.
- Takes a select group to play review games.
- Helps with math and reading corrections.
- One-on-one assistance with a special needs student.
- Helps with testings for progress reports.
- Keeps students on task.
- Working one-on-one in alphabet and number skills.
- Instructs two students with story problem reading.
- Teaches reading readiness activities.
- Computer learning games.
- Small groups reading chapter books.
- Practicing letters and sounds.
- Reading with and to the children.
- Tutors individual students during Center Time.
- Helps with daily lessons.
Will assist with “hands on” activities.
Helps students with writing exercises.
Conducts reading games.
Math activities and games for remedial group.
Helps those who have math corrections.
Works daily with 2 to 4 kids for 1 hour on math.
Helps with the re-teaching of math concepts.
Gives reading tests to individual students.
Uses flash cards to practice sight words.
Helps with grammar corrections and English study skills.
Helps with basic math facts.
Helps students with assignments that requires reading.
Helps test students in specific concepts.
Gives extra read aloud time to low reading ability students.
Helps struggling students to keep up.
Re-testings for spelling words.
Works with a student on phonemic awareness.
Monitors literature circle.
Helps with all subjects.
Has worked with a student to keep organized and monitors progress.
Provides mini-lessons for further instruction.
Listens to students read from levelized books.
Able to give the extra needed time to my students needing more direction.
Helping individual and small groups learn math facts.
Individual reading for 15 minutes and 15 minutes of skill practice.
Journal writing with two students.
Extends teaching of lesson to certain students.
Provides extra drill and practice for selected students.
Helps test for those who need re-teaching of math concepts.
Reading fluency.
Technology assistance.
Computer drills and skills.
Drill word lists and test Dolch word lists.
Reinforcing reading goals with manipulatives and games.
Individual help with phonics.
Work with students who have low fine motor skills.
Assists the writing center.
Organizes and monitors the literacy center.
Supervising Teacher’s Evaluation of ESU’s Family Literacy Program: America Reads/Counts Tutors

Date: ___________________________  Teacher: ______________________________________

Tutor: ___________________________  School: ______________________________________

Check as appropriate: ______ Reads Tutor  ______ Counts Tutor

Note: This form may be used during the semester to report concerns or exemplary performance. You will be sent a request to complete this form as a final evaluation.

Instructions: The immediate supervisor will place a numerical value representing the behavioral performance of the tutor, based on observations of work performance in accordance with individual standards.

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Performance Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Excellent Demonstrates outstanding or superior performance</td>
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<tr>
<td>4</td>
<td>Very Good Above average, demonstrates at a level above most employees</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory Competent ability, fulfills the demands of the position, meets established standards</td>
</tr>
<tr>
<td>2</td>
<td>Below Average Lacking in some important aspects or generally performs below expectations</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory Generally inadequate, due to lack of ability, effort, or any other causes</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable Not assigned or not evaluated</td>
</tr>
</tbody>
</table>

Quality and Quantity of Work

_____ Accuracy – consistently completes tasks correctly
_____ Thoroughness – effective completion of work assignments
_____ Safety – adheres to safety standards
_____ Job Knowledge – knows how to accomplish the work
_____ Initiative – self-motivator, seeks new challenges

Organizational Behaviors

_____ Interpersonal Skills – relates well and effectively; articulates ideas to others; contributes to the team effort
_____ Communication – interacts with others in a cheerful, courteous, tactful and effective manner
_____ Cooperation – willingly assumes responsibilities; prompt in action; works collaboratively
_____ Managerial – analyzes, organizes and plans effectively
_____ Open-Minded – acknowledges other points of view and makes behavioral changes

Skills and Abilities

_____ Adaptability – learns and performs under changes in work responsibilities or work environment
_____ Dependability – reliability to do job with little or no supervision
Instructions: Circle as appropriate.

1. Was your tutor beneficial in your classroom?

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<tr>
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<th>Extremely beneficial</th>
<th>Strongly beneficial</th>
<th>Yes, beneficial</th>
<th>Somewhat beneficial</th>
<th>Not beneficial</th>
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<td>5</td>
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</table>

In what specific ways was your tutor helpful?

2. What types of activities has your tutor participated in this semester?

3. Have there been any specific problems with your tutor?
   Yes               No

   If so, please specify and indicate what the tutor needs to do to improve.

4. Is the student(s) the tutor is working with benefiting from the tutoring experience?

<table>
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<tr>
<th></th>
<th>Extremely beneficial</th>
<th>Strongly beneficial</th>
<th>Yes, beneficial</th>
<th>Somewhat beneficial</th>
<th>Not beneficial</th>
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<tr>
<td>Extremely</td>
<td>5</td>
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<td>3</td>
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</table>

5. Did you notice that your tutor is growing professionally?
6. Please list any suggestions you might have for the Program Coordinator concerning the improvement of this program.

7. Would you be willing to accept another tutor for the upcoming semester?
   Yes  No

8. If yes, do you prefer the same tutor that was assigned to you this semester?
   Yes  No

9. Were you provided with adequate information about the program?
   Yes  No

   Comments/Suggestions for improving assistance:

10. Was the coordinator, Gwen Eidman, available and, if needed, of assistance to you?
    Yes  No

   To schedule a meeting with the Coordinator, you may contact Gwen Eidman by telephone
    (343-1473) or by e-mail (geidman@hotmail.com). You are encouraged to meet with her at least
    once each semester.

   Please return this completed form to: K. Sue Peterson, Director
    Office of Professional Education Services
    1200 Commercial
    Campus Box 4036
    Emporia, KS 66801
    E-mail: speterso@emporia.edu
    Phone: 341-5447
Tutor's Evaluation of Family Literacy Program: America Reads/Counts

Name:_________________________________________ Date:____________________________

School:_________________________________________________________________________

Check as appropriate:   ____ America Reads                  ____ America Counts

Please circle the appropriate response and add additional comments or suggestions.

1. Was your tutoring assignment a valuable experience for you personally?

   Always 5   Almost Always 4   Usually 3   Sometimes 2   Never 1

Comments or suggestions:

2. How well were you prepared to tutor your students?

   Very Prepared 5  Strongly Prepared 4  Prepared 3  Somewhat Prepared 2  Poorly Prepared 1

Comments or suggestions:

3. How beneficial were the orientation meetings?

   Extremely beneficial 5  Strongly beneficial 4  Yes, beneficial 3  Somewhat beneficial 2  Not beneficial 1

Comments or suggestions:

4. How beneficial were other additional meetings?

   Extremely beneficial 5  Strongly beneficial 4  Yes, beneficial 3  Somewhat beneficial 2  Not beneficial 1

Comments or suggestions:

5. How beneficial was Mrs. Eidman, the America Reads/Counts Coordinator:
Did you seek tutoring help from sources other than your supervising teacher or Mrs. Eidman? Yes  No
If yes, please identify the source.

Were you satisfied with your placement at the school and the participating teachers/administrators you were assigned to?

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<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
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Comments or suggestions:

Would you like to continue to be an America Reads or America Counts tutor? Yes  No

Do you want the same assignment or a different placement? Same  Different

Please indicate your permanent address and telephone number. NOTIFY MRS. EIDMAN AND OPES OF ADDRESS CHANGE AS SOON AS POSSIBLE.

Address:________________________________________________________________________
Phone:________________________________________________________________________
E-mail:________________________________________________________________________

Please indicate your school address and telephone number.

Address:________________________________________________________________________
Phone:________________________________________________________________________
E-mail:________________________________________________________________________

Please return this completed form to: K. Sue Peterson, Director
Office of Professional Education Services
1200 Commercial
Campus Box 4036
Emporia, KS 66801
E-mail: speterso@emporia.edu
Phone: 341-5447
Name:________________________________________
## Family Literacy Journal

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Student</th>
<th>Activity</th>
<th>Comment/Reflections</th>
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Application for Student Employment

Any offer of employment is contingent upon the ability to provide documentation which demonstrates employment eligibility as required by the Immigration Reform and Control Act of 1986.

Today’s Date _____________________

Job Applying For: ___________________________ Department ___________________________

Job Number: ____________ Hand carry completed application to the contact person listed on the job posting.

1) Attach a class schedule for applicable semester.

2) Are you employed in another department on campus? No ____ Yes ____ Dept name: __________

3) Are you eligible for Work Study? Yes ____ No ____

4) Major: _____________________________ Anticipated Graduation Date ____/____/____

Classification: ____ FR ____ SO ____ JR ____ SR ____ GR

PLEASE SHADE TIMES YOU WOULD BE AVAILABLE TO WORK.

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<th>TIMES</th>
<th>MONDAY</th>
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ANSWER ALL QUESTIONS COMPLETELY – PLEASE TYPE OR PRINT

Name _________________________ E Number: ______________________
  Last   First   Initial

Daytime phone (8 am – 5 pm): (___)____________ Cell number (___)____________

E-Mail Address:____________________

Present Address

________________________________________
Street          City           State           Zip Code

Are you a citizen of the United States or an alien eligible for employment under the immigration laws of the United States _____ No _____ Yes

Type of VISA ______________________ (A student visa also requires a work permit.)

University, college, business, technical, and/or trade school education:

School name & location          Major          Degree/Certificate          Date awarded

________________________________________________________________________________

Please check the skills/work experience you possess which will assist us in reviewing your application:

_____ Typing   _____ WPM   _____ Computer   _____ Windows   _____ Mac   _____ WordPerfect

_____ Excel   _____ Word   _____ Customer Relations   _____ Telephone/Reception

_____ Housekeeping   _____ Maintenance   _____ Heavy Lifting   _____ Security

_____ Management   _____ A/V Equipment

EMPLOYMENT HISTORY

RESUME MAY NOT BE SUBSTITUTED FOR EMPLOYMENT HISTORY

List in order all positions you have held starting with the most current, including any time you were self-employed and any periods of military service. If your duties changed significantly in the course of any employment, indicate changes as separate employment.

CURRENT

EMPLOYER:_________________________________________ TITLE OF JOB:_____________________

Address:_________________________________________ Began ___/___/____ Ended ___/___/____

Type of Business: ___________________ Hours per week: ____ Reason for Leaving:____________

Duties:________________________________________________________________________________

________________________________________

Your supervisor’s name:____________________
List equipment or software used regularly in the work of this position:
__________________________________________

May we contact employer regarding your qualifications?  ___Yes  ___No

List in order all positions you have held starting with the most current, including any time you
were self-employed and any periods of military service. If your duties changed significantly in
the course of any employment, indicate changes as separate employment.

CURRENT
EMPLOYER:_________________________ TITLE OF JOB: ______________________
Address:_________________________ Began ____/____/____ Ended ____/____/____
Type of Business: ___________________ Hours per week: ____ Reason for Leaving: __________
Duties:________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Your supervisor’s name:_________________________________________________________
List equipment or software used regularly in the work of this position:
__________________________________________

List in order all positions you have held starting with the most current, including any time you
were self-employed and any periods of military service. If your duties changed significantly in
the course of any employment, indicate changes as separate employment.

CURRENT
EMPLOYER:_________________________ TITLE OF JOB: ______________________
Address:_________________________ Began ____/____/____ Ended ____/____/____
Type of Business: ___________________ Hours per week: ____ Reason for Leaving: __________
Duties:________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Your supervisor’s name:_________________________________________________________
List equipment or software used regularly in the work of this position:
__________________________________________

REFERENCES List three persons we may contact regarding your past work performance:
Name    Street Address    City    State    Daytime Telephone
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

To the best of my knowledge, all answers to the foregoing are true and correct. I hereby grant
permission to Emporia State University to contact each of my former employers listed above
concerning my qualifications for employment (unless otherwise noted). Permission is also
granted to each of my former employers to give Emporia State University the information they
may have with respect to my work experience with them.