

International Tutor Program Certification New Program Application Packet

Compliance with federal copyright law is expected of all CRLA ITPC programs. It is our legal and ethical responsibility to give authorship credit for all materials we use in the classroom and for tutor and mentor training. Additionally, it is our legal and ethical responsibility to purchase (or have students purchase) copyrighted materials. Programs found to be in violation of copyright law will lose their certification.

Application Cover Sheet

1. CONTACT PERSON: Erin Evans
PROGRAM NAME: Peer Tutoring Program
INSTITUTION NAME: Albright College
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Type of Institution: 2 year 4 year
CRLA member: Yes No

2. CERTIFICATION LEVELS REQUESTED

REGULAR LEVEL 1 (NEW CERTIFICATION)
 ADVANCED LEVEL 2
 MASTER LEVEL 3

3. APPLICATION FEE: (Effective July 1, 2009, application fees will be as follows: 1 level \$150; 2 levels: \$250; 3 levels: \$350)

Please submit a check payable to "CRLA/Tutor Program Certification".
The federal I.D.# is 95-3177158. Note: PO'S are not acceptable at this time.
Make a copy of this first page and attach the check and mail both to:
ITPC Certification
c/o Rick Sheets
12422 West Aurora Dr.
Sun City West, AZ 85375-1924

4. EMAIL APPLICATION AND DOCUMENTS TO: itpc@crla.net

List of Documents:

- Please list the files you will be attaching to document that you meet certification requirements: (usual documentation could include syllabus, program description, time logs, brochures, tutor training guides, web pages, handouts) Be aware of copyright concerns in the documentation you provide.

Documentation

- Applications
 - Peer Tutor Application Process, Peer Tutor Application, Faculty Recommendation Form, Interview Questions, Writing Center Application
- Job Descriptions
 - Peer Tutor Job Description, Senior Tutor Job Description, Tutor Manager Job Description
- Evaluations
 - Tutor Self Evaluation, Sample Tutor Self Evaluation, Supervisor's Evaluation Checklist, Tutee Evaluation, Sample Tutee Evaluation, Writing Center Tutor Self Evaluation, Writing Center Tutee Evaluation
- Forms
 - How to Request a Tutor, Tutoring Expectations and On-Line Form, How to Give a Classroom Pitch on Tutoring, Peer Observation Form
- Tracking Contact Hours
 - Time Sheet, Tracking Contact Hours, Tutoring Session Summary Form, Office Hours Schedule Spring 2010, Sign-in Sheet for Office Hours, Sample Time Sheet, Sample Appointments Table, Sample Tutoring Session Summary Form, Sample Database, Writing Center Client Report

Training Materials/Handouts

- Peer Tutor Training Schedules
 - Peer Tutor Training Schedule Fall 2009, Peer Tutor Training Schedule Spring 2010
- Orientation Training
 - Peer Tutor Handbook, Writing Center Handbook, New Tutor Orientation Fall 2009-PowerPoint, New Tutor Orientation Role Plays, First Tutoring Session Checklist, New Tutor Orientation Spring 2010-PowerPoint
- Communications Skills
 - Communication Skills Part 1-PowerPoint, Starting a Tutoring Session, Closing a Tutoring Session, Communications Skills Part 2/ Rapport Exercises
- Foreign Language Tutoring
 - Foreign Language Survey, Foreign Language Feedback, Foreign Language Strategies, Foreign Language Checklist
- Learning Styles and Learning Disabilities

- Learning Disabilities and Learning Strategies-PowerPoint, Compilation of Learning Styles and Learning Strategies, FAT City Response Question, Summary of Responses to FAT City Question, FAT City Styles of Learning and Literacy
- ESL and ELL Techniques
 - ESL Resources, ESL Tutoring Strategies, Tutoring ESL Students-PowerPoint, Working with ESL Students (Writing Center)
- Referral and Counseling Skills
 - Referral and Counseling Skills
- Sample Staff Meeting Handouts
 - Tutor Manager Agenda, Tutor Manager Minutes, Writing Center Staff Meeting-Avoiding Plagiarism.

OVERVIEW COMPONENTS OF THE TUTOR PROGRAM TO BE CERTIFIED

PROGRAM OVERVIEW

Program History

Albright College, a small undergraduate liberal-arts college in Pennsylvania, enrolls 1600 full time undergraduate students. Currently we offer tutoring services through the Academic Learning Center and the Writing Center. Until recently, tutoring services were largely unstructured and unsupervised. Tutors were selected if they earned A's in courses; no formal interview or screening with faculty was conducted nor were evaluations given to tutors. These tutors also did not receive any training.

In 1997, the first Assistant Dean of Academic Affairs was hired to coordinate disability services and a peer tutoring program (as a one person operation). In 2007, a new Assistant Dean was hired as well as a secretary and graduate assistant in order to meet the demands for tutoring, disability services, and students placed on academic probation. However, only one training was implemented for tutors in the Spring of 2008 and these tutors were not evaluated. Then in August of 2009, Erin Evans was hired as Assistant Dean of Academic Affairs and Director of the Academic Learning Center, and charged with supervising academic support for Albright. Recently she received approval to hire a full time assistant director (and we have a graduate assistant, 3 Tutor Managers, and a secretary now).

Since the early 1980s, a peer tutoring model was also utilized for the Writing Center and it was coordinated by the English Department Faculty. Oversight of these tutors ebbed and flowed depending on the lead faculty person responsible for delegating tutor requests to the writing tutors. In 2008, we hired a Writing Program Coordinator who implemented weekly Writing Center meetings introducing tutors to major principles of writing center philosophy and methodology. This person reported to the English Department Chair and was also involved in our writing program curriculum. During the summer of 2009 the college hired a Writing Center Coordinator, Rachel Liberatore; this is a new position focused on the center itself rather than a wider writing program and it now utilizes a peer-tutoring model for writing support.

With 2 new and full time professionals committed to professionalizing our peer tutoring program, we decided to establish corresponding and collaborative processes for tutor hiring, evaluation, and training. Between August and January, significant planning, development and research was dedicated to our Peer Tutoring Program. We essentially created all of the forms, applications, training materials, role plays, handbooks, job descriptions, evaluations, etc. for the first time. In addition we even created management roles for the tutors (Tutor Manager and Senior Tutor). Currently, 3 students were promoted as Tutor Managers and one as Senior Tutor in the Academic Learning Center. For the last two months we have been holding weekly staff meetings for these leaders and even hosted a very successful end of the semester party for all tutors in which the President and Provost of Albright College attended with enthusiasm. Erin Evans also attended the 2009 CRLA conference in Richmond, VA. She participated in 2 preconference sessions on the CRLA application process and attended the mentor lunch with Rick Sheets. These opportunities were inspiring and motivating and provided tremendous access to information for Albright.

Currently our program employs 104 tutors (90 in the Academic Learning Center and 14 in the Writing Center). Tutoring occurs through the Academic Learning Center (which focuses on all subjects areas other than writing) and the Writing Center. The Writing Center operates on an appointment driven system and the ALC offers 3 different types of tutoring: individual, walk-in hours (Sunday-Thursday from 6-10pm), and study groups for high demand classes such as Spanish and Psychology. During the fall semester, the ALC offered approximately 3200 hours of tutoring and the Writing Center provided about 500 hours.

We hope it is clear that Albright College continues to dedicate more resources to the Academic Learning and Writing Centers as witnessed by the increase in professional staff and the funding support we receive to continuously provide paid training to our Peer Tutors. In fact we have grown and learned so much from CRLA, our learning center director colleagues, and the literature and videos in the field. During her first week, Erin Evans identified a need to partner with the Modern Languages Department because Spanish is the number one requested subject area for tutoring. Throughout the fall semester, she met with the Department Chair twice a month to develop tutoring techniques and study skills workshops for language tutors in order to support them. In fact this spring, with our assessment coordinator, we are proposing a pilot study to measure the impact tutoring has on student performance in Spanish 101. As another example of learning, we have included our New Tutor Orientation PowerPoint's from the fall 2009 and Spring 2010 semesters to demonstrate that we have improved the content for our tutors from all of the above mentioned experiences. We didn't start with a first session checklist or a classroom presentation script for marketing our services in the fall semester; however, we developed them and can use them now. And our tutors are thrilled with the training and report feeling valued, appreciated, and motivated even more. Thank you for this opportunity.

Program Objectives

Peer Tutors are viewed as academic student leaders and are significant contributors to the Albright community. We believe Peer Tutors provide wonderful motivation for learning and act as a role model to their fellow peers. Peer Tutors work on an individual basis or in a small group sessions to

answer questions on course content and to provide study strategies, exam preparation, and content mastery for their peers. Our tutors are given a unique opportunity to reinforce their own learning in a rewarding environment, to gain professional experience in the college setting, and to establish connections within a diverse community. Tutors who excel in their role are also involved in workshops, class presentations, admissions events, and other special projects.

Reporting Lines

The Academic Learning Center and the Writing Center are housed under the division of Academic Affairs and report to the Dean of Undergraduate Studies. The Dean reports to the college Provost. The Writing Center also reports to the Chair of the English Department.

Sources of Funding

The centers have separate budgets through the Academic Affairs Division. Tutor salaries come from a mix of federal work-study and college-funded sources. Recently our Provost approved a 4 tiered compensation model for out tutors. New tutors earn \$7.25, after completing training tutors earn \$7.50, Senior Tutors earn \$8.00 and Tutor Managers earn \$8.50. Tutors who excel and contribute to the overall tutoring program are promoted into Senior Tutors and/or Tutor Managers (job descriptions are included as part of our Documentation). Tutors work between 4 and 20 hours per week.

Services and Students Served

The Writing Center provides one-on-one tutoring sessions through an appointment based system and drop-in “office hours” to assist undergraduate students with writing support. The Writing Center serves approximately 215 students per semester of which 56% are freshman and 25% are sophomores. Over 40% of students who utilize the Writing Center are international students for whom English is a second or third language.

The Academic Learning Center supervises the Peer Tutoring Program for all other subjects. We target first year courses, and high risk courses such as foreign languages and math. We provide individual, study group, and walk-in hour tutoring each semester. Our walk-in hour schedule is offered from 6-10pm and includes 2 tutors at a time from different disciplines for each hour time slot (our spring schedule is included in the documentation). A great deal of outreach is exerted with marketing the tutoring services to students and their professors. For example, we contact faculty about the availability of tutoring in their subject area. We also work closely with Residence Life to provide tutoring opportunities in the dorms. In addition to managing the Peer Tutoring Program, Erin Evans supervises personnel, disability services, our academic recovery program for students on academic probation, our at risk student population, and provides 10-12 workshops a semester on study strategies. Finally, Erin works very closely with faculty to involve them in the tutor training and academic skills workshops.

Program Location and Facility

The Academic Learning Center (ALC) and Writing Center (WC) are located on the college’s main campus, but are housed in separate buildings. The ALC is located in the basement of the

administration building and some individual tutoring sessions occurs within the ALC and at student-selected public locations across campus. The WC is located in the Math and Computing Building and contains two tables for tutoring sessions and access to one computer.

During the fall 2009 semester, the ALC offered walk-in tutoring Sunday through Thursday from 6-10pm only. For the spring 2010 semester we will no longer use the ALC location. Instead, we are intentionally positioning ourselves in places where the students gather regularly. We will be working 2 nights in the residence halls, 1 night in the gym facility, and 2 nights in the Computer Lab. It's another sign of commitment to the Peer Tutoring program to share that the Provost granted us permission to take over a moderately sized computer lab in the Computer Center. We have new signage that identifies the room as the "Academic Learning and Writing Centers Tutoring Lab."

Training Guidelines (selection and training):

Students interested in becoming a Peer Tutor must complete a formal application and submit their transcript and a faculty recommendation. Students must have earned a B+ or higher in the courses they wish to tutor, be in good academic standing and have earned a 3.0 or higher. If they meet this criterion, they are invited for an interview with their supervisor and if available a Tutor Manager. All Peer Tutors are required to complete Level I training and where appropriate participate in subject area training each semester. This past fall semester was our first formal training program and approximately 80 students were trained (not all of them participated at first but are being offered a second chance this semester due to their interest and need to embrace this change in structure). Tutors are required to complete a minimum of 15.5 hours of training for Level I certification over two semesters. Once they have completed the mandatory Level I training, we encourage them to collaborate with other tutors to design projects relevant to their specific subject area.

Tracking:

Attendance at in-person training workshops is tracked using sign-in sheets and then entered into a training attendance excel spreadsheet. Online reflections are submitted and tracked on Blackboard. End of semester self evaluations and tutee evaluations are included in each tutor's personnel file. Tutoring hours are tracked through a paper timesheet that is sent to our payroll office biweekly; this timesheet has a backside that requests contact hours and tutee signatur.. We also have a session summary form that includes contact hours and a tutee signature. All of this is tracked through excel spreadsheets every two weeks. Finally, the Writing Center tracks student tutoring hours using the WCOOnline system which includes client reports as verification.

Evaluations:

Tutors are evaluated formally in two different ways: 1) student feedback forms which are completed by the tutees at the end of the semester, and 2) a tutor self evaluation is conducted and reviewed between the respective supervisor and tutor. These feedback sessions focus on the tutor's strengths, their growth, and their developmental needs. New for the spring semester is a requirement that new tutors observe seasoned tutors (usually a Tutor Manager) in a tutoring session and then review the completed observation form with the tutor and supervisor.

Training Methods for Level I (group size, meeting frequency/length, type of presentation):

Level I training consists of 8 mandatory in-person meetings that run from 1-2 hours. The presentation methods used include lecture, discussion, small group activities, role play, as well as video, guided practice, and Power Point presentations. Large group orientations may include up to 80 tutors, but sessions offered twice each semester may include 35-45 tutors. Discipline-specific training sessions involve 10 to 20 students. Sessions are delivered by center directors, sometimes in collaboration with other relevant college staff or faculty. We currently have two independent modules in which students watch a film and use Blackboard (online) message boards for reflection and the end of semester evaluation is done partially independently.

Training sessions occur throughout the semester in afternoon/evening sessions; orientation or spring repeat sessions may just be offered once, but most sessions are offered twice to accommodate different student schedules. Each tutor is expected to participate in the planned sessions each semester, but tutors of certain disciplines (science, mathematics, languages, writing) attend additional sessions or discipline-specific versions of the sessions.

**LEVEL I: TOPICS, MATERIALS, AND DOCUMENTATION
(SUMMARY C H A R T)**

Topic	When Covered	Amount of time	Methods	Materials Used/ Documentation
<p>Orientation to Peer Tutoring</p> <p><u>Level 1 Topics:</u> *Definition of tutoring and tutor responsibilities, *Basic tutoring guidelines, *Techniques for beginning and ending sessions *Complying with ethics and philosophy of the program</p>	Fall and Spring	2 hours	Seminar/ Workshop Combination of lecture, videos, and role plays	<ol style="list-style-type: none"> 1. Powerpoint: “The Nuts and Bolts of Tutoring” 2. Handout “Role Playing ” 3. Albright College Tutoring Handbook 4. “Getting Started” by Shanti Bruce, in <i>ESL Writers: A Guide for Writing Center Tutors</i> Edited by Shanti Bruce and Ben Rafoth. (ISBN: 0867095806) 5. CRLA Tutor Training Handbook Edited by Susan Deese-Roberts.
<p>Communication Skills Part 1</p> <p><u>Level 1 topics:</u> *Communication skills *Active listening and paraphrasing</p>	Fall and Spring	2 hours	Seminar/ Workshop Combination of lecture, videos, and role played scripts to open and close a session	<ol style="list-style-type: none"> 1. PowerPoint: “Communication Skills Part 1” 2. Writing Center Tutoring Handbook p. 7, “Effective Communication” 3. Text: “Facilitating” from <i>The Bedford Guide for Writing Tutors</i> (p. 24-27) Edited by Leigh Ryan and Lisa Zimmerelli (ISBN-10: 0-312-44068-5) 4. CRLA Tutor Training Handbook

				Edited by Susan Deese-Roberts
Learning Disabilities and Learning Strategies <u>Level 1 topics:</u> *Adult learners/ learning theory/ learning styles *Other: Students with learning disabilities	Fall and Spring	2 hours	Seminar/ Workshop Combination of lecture, a demonstration, and group exercises	1. Powerpoint: “Learning Styles and Learning Disabilities” 2. Capsol © Style of Learning Assessment –Form B by John M. Conrath Ph. D. and Howard Henderedson Ed. Sp. 3. “A Guide to Learning Styles”: http://www.vark-learn.com/english/index.asp 4. “AHEAD: Association on Higher Education and Disability”: http://www.ahead.org/ 5. “Do-IT: Disabilities, Opportunities, Internetworking and Technology”: http://www.washington.edu/doit 6. Text: “The Writers You Tutor”[Chapter 5] in <i>The Bedford Guide for Writing Tutors</i> (p. 54-65] Edited by Leigh Ryan and Lisa Zimmerelli. (ISBN-10: 0-312-44068-5)
FAT City Video: Learning Disabilities <u>Level 1 topics:</u> *Adult learners/ learning styles *Other: Students with learning disabilities	Fall and Spring	1.5 hours	Independent Module Video viewing, a short reflection exercise, and sharing the summarized reflections to all	1. FAT City Video ISBN # 0-79-36-4262-0 2. Reflection Exercise: Fat City offers practical strategies for those who teach or work with students with learning disabilities who constantly struggle with Frustration, Anxiety, and Tension (F.A.T.). Discuss at least three strategies that you learned from watching this film that can be implemented into your tutoring sessions. 3. Handout: “FAT City: Styles of Learning and Literacy”
Referral and Counseling Skills	Fall and Spring	1 hour	Seminar/ Workshop Combination of lecture and role plays. This is a new	1. Handout: “Referral and Counseling Skills” role-playing and discussion sheet 2. “Tutoring in Emotionally Charged Sessions” by Corinne

<p><u>Level 1 topics:</u></p> <p>*Referral skills</p> <p>*Active listening and paraphrasing</p> <p>*Handling difficult students</p>			<p>workshop being presented for the first time in Spring 2010 to be repeated every semester. Additional handouts will be developed by the end of February.</p>	<p>Agostinelli et. al in <i>A Tutor's Guide: Helping Writers One to One</i> Edited by Ben Rafoth (ISBN-10: 0867095873)</p> <p>3. Campus service brochures and websites (Counseling center, Academic learning center, Writing center, Career development office)</p>
<p>Communication Skills Part 2</p> <p><u>Level 1 topic:</u></p> <p>*Communication Skills and</p> <p>*Other- Rapport</p>	<p>Fall and Spring</p>	<p>1.5 hours</p>	<p>Seminar/ Workshop</p> <p>Completely interactive with 3 group exercises. Spring 2010 is first time offered and will be repeated every semester.</p>	<p>1. HANDOUT with Exercises: Training Mentors to Build Rapport, Jennifer Smith, CRLA 2009 Conference (in VA)</p>
<p>ESL/ELL Learners</p> <p><u>Level 1 Topics:</u></p> <p>*OTHER: Tutoring English Language Learners</p>	<p>Spring</p>	<p>1.5 hours</p>	<p>Seminar/Workshop</p> <p>Combination of lecture and group exercises</p> <p>This is a new workshop being presented for the first time in Spring 2010 to be repeated every semester. Additional handouts will be developed by the end of February.</p>	<p>1. Writing Center Tutor Handbook p. 8 on "Working with ESL Writers"</p> <p>2. [handout] "Working with ESL Students in the Writing Center"</p> <p>3. Text: "The Writer for Whom English is a Second Language" in <i>The Bedford Guide for Writing Tutors</i> (p. 60-63) Edited by Leigh Ryan and Lisa Zimmerelli (ISBN-10: 0-312-44068-5)</p> <p>4. Handout: Tutoring ESL Students: Everything You Need to Know: ESL Resources by Kiri Dunlap, Senior Writing Consultant</p> <p>5. Handout: Tutoring ESL Students: Everything You Need to Know: ESL Tutoring Strategies by Kiri Dunlap, Senior Writing Consultant</p> <p>6. PowerPoint: Tutoring ESL Students: Everything You Need to Know by Kiri Dunlap, Senior Writing Consultant</p>

<p>Plagiarism</p> <p><u>Level 1 topic:</u></p> <p>*Plagiarism</p>	Fall	1 hour	Mandatory Writing Center Staff Meeting Lecture	<ol style="list-style-type: none"> 1. "Avoiding Plagiarism and Using MLA" Handout 2. Text: "Raising Questions About Plagiarism" by Kurt Bouman in <i>ESL Writers: A Guide for Writing Center Tutors</i> Edited by Shanti Bruce and Ben Rafoth.
<p>Cross-Cultural and Multiculturalism</p> <p><u>Level 1 Topics:</u></p> <p>*Active listening and paraphrasing</p> <p>*Other: Multiculturalism and Diversity</p>	Spring	1 hour	Seminar/Workshop Combination of Lecture and group discussion. The focus will be on differences in educational systems and cultural norms	<ol style="list-style-type: none"> 1. Text: "Multiculturalism" by Susan R. Komives, Dudley B. Woodard, Jr. and Associates in <i>Student Services A Handbook for the Profession</i>, 3rd edition. (p. 380-396). ISBN # 0-78-79-0210-1 2. This is a new topic and the handouts will be developed in February 2009
<p>Evaluations</p> <p><u>Level 1 Topics:</u></p> <p>*Definition of tutoring and tutor responsibilities,</p> <p>*Basic tutoring guidelines,</p> <p>*Techniques for beginning and ending sessions</p> <p>*Complying with ethics and philosophy the program</p>	Fall and Spring	1 hour	Conference with Supervisor Discussion based	<ol style="list-style-type: none"> 1. Tutor completes 3 page evaluation form on own time for 30 minutes and then participates in a 30 min feedback session. 2. Supervisor reviews each section of the evaluation and uses a checklist to discuss other items.
<p>Peer Observation of a Tutor Manager in a Tutoring Session</p> <p><u>Level 1 Topics:</u></p> <p>*Definition of tutoring and tutor responsibilities,</p> <p>*Basic tutoring guidelines, *Techniques for beginning and ending sessions</p> <p>*Complying with ethics and philosophy of the program</p>	Fall and Spring	1 hour	Conference with Tutor Manager and Supervisor Discussion based	<ol style="list-style-type: none"> 1. This is a new process implemented for the Spring 2010 semester which will be implemented every semester. All new tutors will observe a session, use a form to reflect on the observation. This form will then be used as a springboard for discussion with the Tutor Manager and the Director.

Writing Center Staff Meetings	Fall and Spring	1 hour	Conference Style with Director Meetings are held twice a month for one hour and focus on Writing Center Pedagogy.	<ol style="list-style-type: none"> 1. Writing Center Tutor Handbook 2. A Tutor's Guide: Helping Writers One to One Edited by Ben Rafoth 3. The Writer for Whom English is a Second Language" in The Bedford Guide for Writing Tutors (p. 60-63) Edited by Leigh Ryan and Lisa Zimmerelli
Foreign Language Tutoring	Fall and Spring	3 hours	Seminar/Workshop In fall 2009, language tutors attended 2 study skills workshops. In the spring they will attend another 1 hour faculty led workshop on oral exams	<ol style="list-style-type: none"> 1. Foreign Language Study Tips by Professor Ozment 2. Foreign Language Tutor Checklist <p>This is additional training that we are not including in their total number. We wanted to include the discipline specific meetings to demonstrate to the reviewer that we are engaging and preparing tutors in many ways.</p>

VERIFICATION OF TUTOR TRAINING PROGRAM

Please complete a "Verification of Tutor Program(s)" for each program you want to be certified. For example, if you wish to have Program A certified at Levels 1 & 2, then you would complete the verification for Levels 1 & 2 for Program A's application. If you also have a Program B that you wish to have certified at Level 1, then you would complete a totally separate application and fees for Program B, Level 1 that would also include a separate verification form.

Please refer to the document titled "CRLA'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" for a complete listing of all the LEVEL 1, 2, AND 3 requirements for each program to be certified.

The "necessary documentation" called for under each criteria consists of patterns of evidence of the what, how, and when of the training program. It could/should include any or all of the following that can help the CRLA Tutor Certification Committee verify your program(s):

- 1) course syllabi, workshop overview, or program description
- 2) titles and ISBN numbers of copyrighted books, videos, DVDs, surveys, and other training materials used
- 3) URLs of web pages or websites
- 4) flyers/posters/memo samples

- 5) worksheet samples
- 6) handout samples

The better documentation you provide, the easier it will be for the committee to certify your program(s); however, brevity is appreciated so condensed but complete documentation is requested. Any complete files you feel should be attached, should be listed in the section above called List of Documents.

A. AMOUNT/DURATION OF TUTOR TRAINING

- 1) List the number of hours involved in your tutor training, 2) whether you have met or exceeded the minimum, and 3) the **Documentation** you have attached as a file to confirm your compliance (an example might be: Tutor Training Syllabus, pages 2-4):

Number of Hours for **Level 1: 15.5 hours** (10 hours total are the minimum required)
The requirements of Level 1 are: Met ___ or Exceeded **X**

Documentation:

Training is scheduled, planned, and delivered each semester and we run 2 versions of training: one for new tutors and one for returning tutors. We hire new tutors at various points in the fall and spring semesters (though we prefer to hire at the beginning of the semester) which means our training cycle offers the same topical sessions for Level 1 Certification each semester. At the end of the first year as a tutor, tutors will have received 15.5 hours of training. This number may be higher for tutors who receive specialized subject area tutoring in writing, the foreign languages, the sciences and in math. The bottom line is that all tutors will receive the same amount and duration of training within their first 2-3 semesters as a tutor. Additional subject area tutoring is an added paid benefit for many tutors. Each semester begins with a New Tutor Training orientation for new tutors. Large group orientations may include up to 80 tutors, but sessions offered twice may include 35-45 tutors. Discipline-specific training sessions involve 10 to 20 students.

Training sessions occur throughout the semester in afternoon/evening sessions of 1-2 hours long; orientation or spring repeat sessions may just be offered once, but most sessions are offered twice to accommodate different student schedules. The formats of training sessions vary by topic but include role-playing, group exercises, small and large group discussion, PowerPoint presentation or guest speakers, and guided practice. Sessions are coordinated by center directors, sometimes in collaboration with other relevant college staff or faculty. We currently have two independent modules in which students watch a film and use Blackboard (online) message boards for reflection and the end of semester evaluation is done partially independently.

Our documentation includes: 1) Training Schedules for fall 2009 and spring 2010, 2) Sample Powerpoints from Training Sessions, 3) Sample Handouts, and 4) Sample Reflection Questions from Training Sessions that are posted on our Blackboard site.

B. MODES OF TUTOR TRAINING

1) List the training modes involved in your tutor training, 2) whether you have met or exceeded the minimum, and 3) the Documentation you have attached as a file to confirm your compliance (an example might be your Tutor Training Syllabus, pages 4-6):

Level 1: (classroom/workshop plus any two others are the minimum required)

The requirements of Level 1 are: Met ___ or Exceeded **X**

Documentation:

We offer mostly tutor-trainer supervised tutor training. In addition, we require the viewing of a 75 minute video on Learning Disabilities (FAT CITY) + a 15 minute written reflection. We also require new tutors to participate in an observation of a more seasoned tutor and then to review the completed peer observation form with the seasoned tutor which takes an hour. Finally, each semester, we require all tutors to complete an evaluation form and to meet with their supervisor for a feedback session about the evaluation which takes an hour.

Documentation includes: 1) Training Schedules for fall 2009 and spring 2010, 2) Sample Reflection Questions from Video Sessions as posted on our Blackboard site for the Peer Tutoring Program, 3) Tutor Self Evaluation and Supervisor Evaluation Checklist, 4) Peer Observation Form

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING

List which topics you cover in your tutor training, whether you have met or exceeded the minimum, and the Documentation you have attached as a file to confirm your compliance (an example might be your Tutor Training Syllabus, pages 7-8):

List which topics you cover in your training for Level 1:

Topics Covered: **1)** Definition of Tutoring and Tutoring Responsibilities, **2)** Compliance with the Ethics and Philosophy of the Tutor Program, **3)** Basic Tutor Guidelines and Tutoring Learning Skills, **4)** Beginning and Ending Tutoring Sessions, **5)** Basic Tutoring Do's and Don'ts, **6)** Communication, **7)** Active Listening and Paraphrasing, **8)** Plagiarism, **9)** Adult Learners and Learning Styles, **10)** Referral Skills, and **11)** Handling Difficult Students. Other topics include: **12)** Students with Learning Disabilities, **13)** Teaching English Language Learners, **14)** Understanding Cross-cultural communication and Multiculturalism, **15)** Writing center pedagogy and **16)** Tutoring in a foreign language for language tutors.

The requirements of Level 1 are: Met ___ or Exceeded **X**
(at least 8 specific topics of the list of 15 are required)

Documentation: The Fall and Spring Training Schedules (separate documents) and the Summary Chart include requested information about trainings and topics. Tutor's attendance at trainings is documented in their timesheets by labeling it as training since these are paid trainings. We also have a training log on your Learning Center Blackboard site with each tutors name and attendance at training and participation in reflective online exercises which are also housed in our Blackboard site.

D. REQUIRED TUTORING EXPERIENCE

1) Explain how you keep track of your tutors' actual tutoring experience, 2) whether you have met or exceeded the minimum, and 3) the **Documentation** you have attached as a file to confirm your compliance (an example might be your Tutor Time logs):

Level 1: (25 hours of tutoring experience is the minimum)

Level 1: Met X or Exceeded

Documentation: The Academic Learning Center tracks tutoring contact hours in a couple of ways. The backside of our timesheet requires students to include the time spent tutoring, the tutee's name, and the tutee's signature. This is required for individual tutoring, study group or walk-in hour tutoring. Tutors know that while they will be paid for walk-in or study group tutoring if no one shows up, they will not earn contact hour credits for certification if they do not appropriately document their contact hours. In addition, time sheets are not processed if the back side of the timesheet is not completed. Tutors know that they should write no one showed up for tutoring if this is the case. Secondly, we have tutor session summaries that tutors must complete after each tutoring experience. This form is a second way for us to track contact hours. Once we receive these forms every two weeks for payroll processing, we use an excel spreadsheet to input all of the tutoring contact hours data. We have included a sample spreadsheet to further support our tracking system. Finally, the Writing Center tracks student tutoring hours using the WOnline system which includes client reports as verification.

E. TUTOR SELECTION CRITERIA

1) Explain how your tutors are selected (must meet at least two of the criteria).

Prospective tutors for both the Academic Learning Center and the Writing Center submit a formal written application including a faculty recommendation for each course they would like to tutor. We have a minimum GPA requirement of a 3.0 and candidates must have earned at least B+ in the course(s) they are seeking to tutor. Candidates who meet these criterion and complete the application form are invited to interview with the relevant center director and Tutor Manager.

Level 1: Met X or Exceeded

Documentation: Our application packet and interview questions are included.

F. TUTOR EVALUTION CRITERIA

1) How are your tutors evaluated? Check all that apply.

Level 1:

X an evaluation is in place

X it occurs on a regular basis

X results are made known to tutors

 Other _____

Level 1: For each semester's evaluation, tutors complete a self-evaluation which is designed to

be 30 minutes and have a 30 minute feedback session with their center director who gives them a formal evaluation. New tutors also observe a tutor manager and discuss the experience with a Tutor Manager and supervisor. Tutee evaluations collected each semester provide additional feedback or identify areas of emphasis for subsequent tutor trainings.

Level 1: Met X or Exceeded ____

Documentation: This is included in the Summary Chart and includes a Peer Observation Form, a Tutor Self Reflection and Evaluation, and a Tutor Evaluation Form.