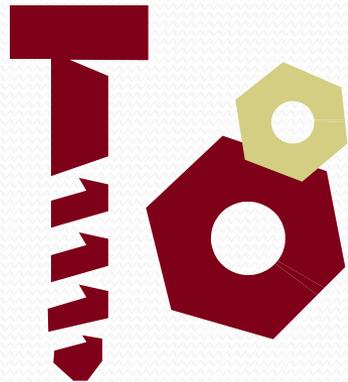


The Nuts and Bolts of Tutoring



Tutor Training Fall 2009

Training Goals

- Knowing the Players
- Tutoring Expectations
- Tutoring Principles
- Role Playing

Who We Are

Academic Learning Center

Basement of Administration Bldg.

Tutoring in all other subjects

Approx. 85-90 tutors

One-on-one sessions with assigned tutors

Study groups/ office hours

Evening workshops

Directors: April Fitzpatrick and Erin Evans

Graduate Asst./ Tutor Coord.: Jessica Bilello

Secretary: Sharon Giannattasio

New this year:

- Combo: asst director (April) and FT (Erin)
- Training aligned with CRLA standards
- Wage increase with training
- More great tutors!

Writing Center

First floor of Computing / Mathematics Bldg.

Tutoring in writing

Approx. 10-12 tutors

One-on-one sessions

Evening workshops

Coordinator: Rachel Liberatore

New this year:

- Computerized appointment-based system
- FT coordinator focused on Writing Center
- Training aligned with CRLA standards
- Wage increase with training
- More great tutors!

Directors' Roles



- Provide you with the training/information to be effective as a tutor & develop you as leaders/managers
- Provide you with the materials/tools to do your job
- Help you with problems, concerns, etc. in a way that treats all involved with respect
- Communicate and coordinate with faculty and administration to make the WC and ALC effective for all and valued across campus

Why A New Training Plan?



- To show that we value tutors and tutees
- To increase range of tutoring techniques being used
- To make tutoring at Albright more “professionalized” and higher status
- To allow for tutor certification (good for your resume!)
- To strengthen argument for increased pay \$\$\$ for tutors (aligned with achieving certification)

PAID Tutoring Certifications

Based on CRLA (College Reading and Learning Assoc.) Guidelines

Basic— Level 1:

10+ hours of training (6 live + 4 live or online) – [this session counts as 2 hours!](#)
25+ hours of tutoring

Advanced— Level 2:

Another 10+ hours of training
Another 25+ hours of tutoring

Master— Level 3:

Another 10+ hours of training
Another 25+ hours of tutoring



Directors will apply to CRLA this year for formal certification

Raise in spring to tutors who achieve Basic Level 1 Requirements Approved

This Year's PAID Training

ALC and WC:

This meeting!

ALC:

- Evening training workshops (90 minutes each, 2 per semester)
- Independent modules (on Blackboard, video, independent study)

WC:

- Regular center meetings
- Intercession course for credit (optional, but gives priority for new hires)
- Optional– can attend evening training workshops with ALC





ROLES
&
RESPONSIBILITIES

Your Roles As Tutor

Not!	Instead....
Proof-reader/editor/fixer	Author-in-the-flesh Strategy instructor
Answer-giver	Question-asker, prompter, practice buddy
Doctor of Homework	Recognizer of strengths Motivator Coach and Study Skills
Absolute expert	Resource user Sharer of experience Creative strategizer

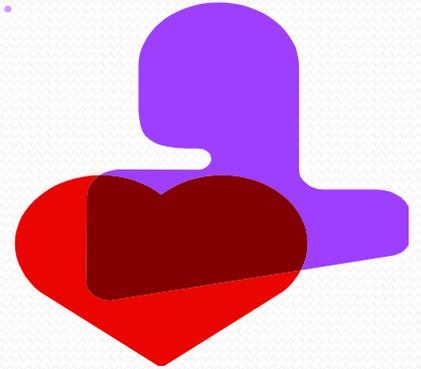
Ethical Concerns

Confidentiality

Maintain confidentiality about students and their work.

Safety

Make sure tutoring situation is safe for you and tutees.
Contact Campus Security or directors if needed.



Referrals

Refer students to other resources (Career Services, Counseling Center, etc.) when they would benefit from those services. Offer to give them contact information or to help them find the resources.

Communication and Collaboration

Communicate openly with directors about important center matters. Be someone other tutors can rely on.

When problems occur...

- What kind of problems /concerns should you bring to the directors?
- What kind of problems do students share with the directors about their tutors?
- Is cancelling office hours okay? (subs?)
- When should you call campus Public Safety (from campus phone: 311 or 911- and add this to your cell phone: 610-921-7670)
- What should you do if problems occur during evening/night hours and the directors/secretaries aren't on site?

Referring Students

The centers will keep brochures and contact information for these and other campus resources. Encourage students to use these resources. For serious situations, you may want to ask the directors to contact one of these services on behalf of a student.

Academic Learning Center: (Basement of Admin. Bldg.) Tutoring in most subjects, help with study skills and time management, disability resources

Writing Center: (Math/Computing #105) Writing, revision, editing strategies

Counseling Center: (White building behind The Gable Health and Counseling Center, Linden/Richmond St.) Emotional, social, academic and other concerns

Career Development Center: (Selwyn, 2nd floor) -- Resume and scholarship application writing and review

Library: Research Help

Components for Effective Tutoring

- Major principles
- Parts of a session
- Effective communication
- Working with learning diversity

Major Tutoring Principles



- Respect for student, student's work, professors and yourself
- Be “student focused”:
 - Keep the tutee actively involved in all parts of session
 - Focus on tutee's own ideas and facilitate agenda for session
 - Help tutee building from their strengths
- Help tutee become an independent learner

What would this actually look like in terms of your communication with the student and your tutoring strategies? What would you do or not do as a tutor?

Parts of a Session

- Greeting and Setting the Stage
- Selecting a Focus for the Session
- Leading the Session
- Closing the Session





Greeting and Setting the Stage

- Welcome/greetings
- Brief rapport– make some related ‘small talk’
- Let tutee know what to expect from session
 - Length of time available
 - Process used (where to sit, materials needed, who they’ll work with, etc.)
- Good time for your “customer service” attitude and friendliness
- Recognize waiting tutees even if you’re working with someone else-- let them know when you will be available.



Selecting a Focus

- Review assignment sheet, study guide, etc. to see what teacher is looking for
- Ask tutee if they have a preferred area of focus
- Skim and discuss tutee's preliminary work
- Come to agreement with student about the session's focus

Note: Focus on the “big stuff” as much as possible-- the paper's main ideas and organization, the overarching math concepts most likely to be on the test, etc.

What if student doesn't know what they need yet knows (s)he is failing? How would you select a focus?

Leading the Session



- **Keep student actively involved:** consider having the student read aloud, ask questions, give you their ideas, write on their own papers, be the scribe, etc.
- In selecting tutoring strategies, remember overall goal of guiding student towards independent work

Model/demonstrate → have tutee try → offer feedback recognizing strengths and goals

- Ask **open-ended questions** to inspire their thoughts.
- Offer **possibilities or choices** rather than commandments.

Ask

“Open-Ended Questions”

Lots of ways the tutee could answer....



- *What do you see as the main cause of the revolution?*
- *Why do you think the author used the word “silence” as the last word of the poem?*
- *How/why do the two scientists disagree on what happens during photosynthesis?*
- *How could the multiplication chart we just created help solve this new problem?*

Strategies: Be Versatile

Be creative in your techniques; there are many ways to keep the tutee active, respect the tutee and their work, and guide the student towards increased independence.



Some Possibilities:

- Review syllabi, dissect the assignment (important place to start)
- Brainstorming/listing/composing/creating a chart
- Discussion where you ask open-ended questions to inspire their ideas
- Acting out a concept
- Relate to real world examples
- Drawing as illustration
- Studying a book or resource guide together
- Practicing by modeling (showing), having student try, giving feedback
- Finding more resources together on the internet



...What other methods can you think of?

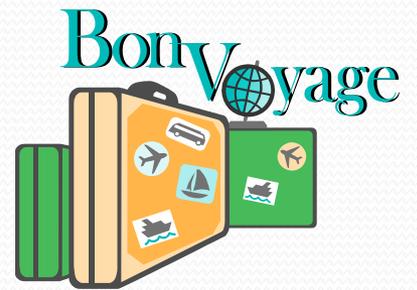
Working with 'ESL Students'

- Just keep in mind your best tutoring techniques!
- Rephrase and restate as necessary
- Avoid jargon, acronyms, shorthand, and abbreviations
- Write things out to create a “visual”
- Use pictures, gestures, charts/graphs, etc.
- Help tutees use handbooks and other resources
- If a student was previously educated in another country, be direct as needed in helping students understand professors expectations in the U.S.
- Give choices so that you're guiding the tutee, but they still have “ownership” of the work
- Encourage questions; sometimes not asking question is a sign of respect in some cultures
- **Discussion point: What else is helpful to keep in mind when working with ESL or international students?**



Closing the Session

- Review main focus of lesson, strategy practiced, etc.
- Discuss ways they could continue to work at home including what strategies and resources to use.
- Seek feedback from tutee; what worked/didn't, set an agenda for future meetings; refer to prof, ALC, etc.
- Fill out center forms for record-keeping and to summarize the tutoring session (paycheck depends on it).



Why Does Accurate Record Keeping Matter?



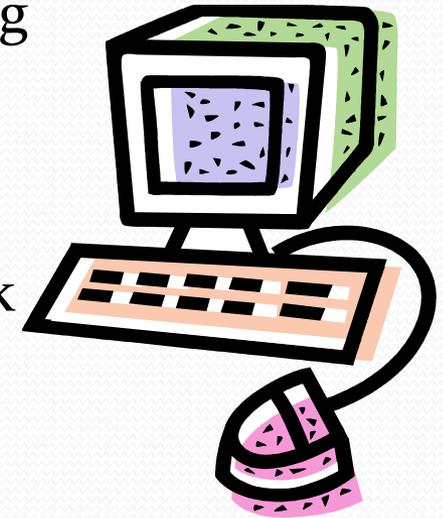
Your paycheck depends on it – timesheets must include tutee info, contact hours, etc.

Benefits ALC and WC

Accurate data help us hire new tutors, get funding from the college, improve business operations

Benefits You

- You get paid correctly and on time, you can work towards certification (good for your resume!),
- Smoother tutoring sessions
- Supervisors know what is happening and can help you with problems or honor your successes



Role Playing

What are the tutors doing that is effective?

How could they improve their approach?

