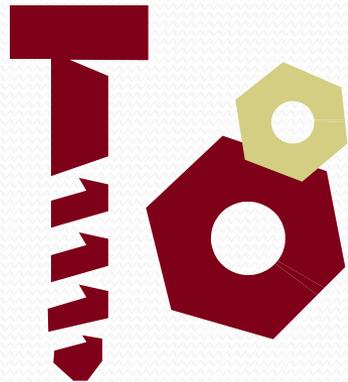


# The Nuts and Bolts of Tutoring



Tutor Training Fall 2009

# 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)

# 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

# Who We Are

## Academic Learning Center

Basement of Administration Bldg.

Tutoring in all other subjects

Approx. 70-80 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: assistant director (April) and full-time (Erin)
- Training aligned with CRLA standards
- Wage increase for tutors who complete 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
- Full-time coordinator focused on Writing Center
- Training aligned with CRLA standards
- Wage increase for tutors who complete training
- More great tutors!

# This Year's Training

## ALC and WC:

This meeting!

## ALC:

- Evening training workshops (2 hours 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



# Your Roles As Tutor

<b>Not!</b>	<b>Instead....</b>
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
Absolute expert	Resource user Sharer of experience Creative strategizer

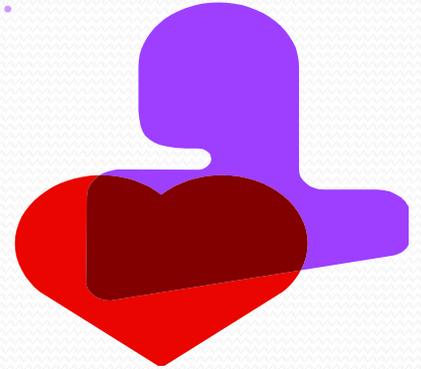
# Ethical Concerns

## 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...

## Discussion points:

- What kind of problems /concerns should you bring to the directors?
- 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

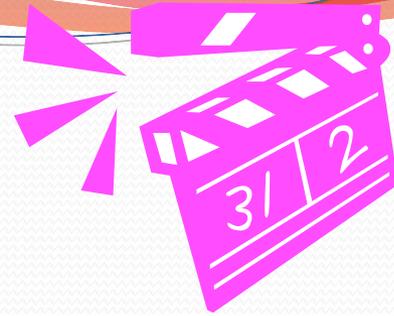
Writing Center: (Math/Computing #105) Writing, revision, editing strategies

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

Career Development Center: (Selywyn, 2<sup>nd</sup> floor) -- Resume and scholarship application writing and review

Library: Research Help

# Directors' Roles



- Provide you with the training/information to be effective as a tutor
- 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

# Major Principles to Guide Tutoring



- 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
  - Help tutee building from their strengths
- Help tutee become an independent learner who ultimately doesn't need tutoring

*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 would you do/say if you think the student needs work on the “big stuff” but they say they want to work on more minor issues?*

# Leading the Session



Keep student actively involved— let the student “hold the pencil” (... read aloud, ask questions, give you their ideas, write on their own papers etc.)

In selecting tutoring strategies, remember overall goal of guiding student towards being able to do this work on their own.

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:

- Brainstorming/listing/composing/creating a chart
- Discussion where you ask open-ended questions to inspire their ideas
- Acting out a concept
- 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'

- When working with students who are learning English as a second (or third!) language, just keep in mind your best tutoring techniques!
- Rephrase as necessary
- 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 what professors in the U.S. tend to be looking for
- Give choices so that you're guiding the tutee, but they still have “ownership” of the work
- Discussion point: What else is helpful to keep in mind when working with ESL or international students?



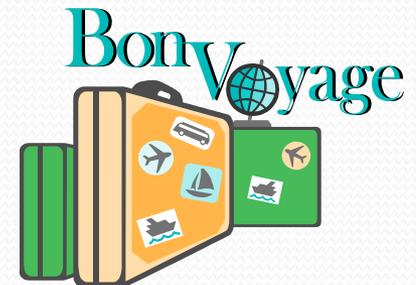
# Closing the Session

Send them home with a way to continue the work!

Review main focus of lesson, strategy practiced, etc.

Discuss ways they could continue to work on at home including what strategies and resources to use.

Fill out center forms for record-keeping and to summarize the tutoring session.



# Why Does Accurate Record Keeping Matter?



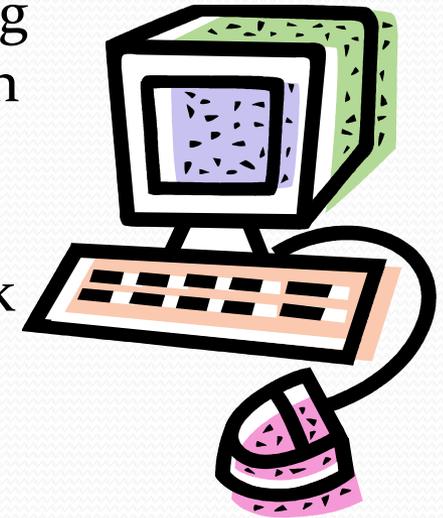
Diligence with forms, reports, and record-keeping really matters! Why?

## Benefits ALC and WC

Accurate data help us hire new tutors, get funding from the college, improve how the centers are run

## 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



# What's Next?

Let's watch some sample tutoring sessions!

What are the tutors doing that is effective?  
How could they improve their approach?

