

Tutor Manual



The Tutoring Center Cañada College

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<http://canadacollege.edu/student/lrngctr/index.html>

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Introduction

Welcome to the Cañada College Tutoring Center and your position as a tutor. I am pleased to have you as a tutor on the staff. This manual has been created to make your time as a tutor a rewarding and productive one. It explains the tutoring philosophy and approaches, expectations, procedures, paperwork, trainings, CRLA certification, and will get you started on your career as a Learning Center tutor.

I hope tutoring is an enriching experience and that it helps you form deep bonds not only with your students, but also with your fellow tutors. Tutoring not only offers you extra income and instructional experience, but it also shows future employers your dedication to helping fellow students academically, as well as demonstrating your dedication to academic excellence.

Tutoring is a challenging experience for both the new and experienced tutor. You will encounter students with varying academic abilities. Some will be eager to receive your help; others will be reluctant. At times, students will decide not to continue tutoring while others will want to be tutored more than you are able to tutor them. Despite these challenges the rewards of tutoring are numerous. Here are a few: (1) garner confidence in yourself as a student and a person, (2) benefit in your own classes by reviewing basics with your students, (3) learn to engage and adjust to different learning styles, (4) gain some insight into the work world, and (5) interact with many different people.

Our roles as tutors are multifaceted. We are the bridge between students and faculty members. We sometimes feel stuck in the middle and aim to please both student and instructor. As a tutor, you must **remember that it is your job to do what you can for your students in order for them to become confident, independent learners. Your role is to aid in the improvement of academic excellence at Cañada College. Most important is that you are providing a vital service in the learning process, and for this you should be proud.**

This manual is a resource that explains what we do, how we do it, and why we do things in a particular way. If you ever have any questions, comments, gripes, or suggestions, do not hesitate to make contact with me in person, by phone (306-3104), or by e-mail (sabbadini@smccd.edu). I consider you a vital addition to the tutoring services offered at the Learning Center. I offer my best wishes to you in your work.

Rita Sabbadini, M. S.

*Portions of this manual were inspired by articles, books, and documents generated by Mark E. Smith, Rachel S. Hoover, Dr. Phoebe Wiley, and other individuals.

Mission Statement and Goals

The Cañada College Tutorial Center works with all instructional divisions and collaborates with other academic assistance programs and Student Services to identify strategies that will assist in the success and retention of students in the basic skills, workforce, and transfer areas. We provide a welcoming environment to Cañada's diverse student body and utilize a variety of tutoring techniques tailored to each student's individual learning style.

Goals

- To inspire students to become confident, independent learners
- To provide a positive and professional environment for learning
- To hire, train, and retain CRLA certified tutors
- To be a vital extension of and partner with other campus departments
- To expand campus awareness of the Center and its services
- To develop and share expertise with on-campus constituents

Expectations of Tutors

As an employee, you represent the Tutoring Center in terms of work ethic, image, and upholding a level of professionalism and academic standards. You are a student, but also a member of the Learning Center's professional staff. This is an important role that you should take seriously.

Professionalism

As with any job, employers expect employees to be timely, dedicated, mature, courteous, and take an active role in the operations of the business. Being a tutor for the Center is no different. **Tutors should make every effort—no matter what a day presents—to be professional and continue the work of tutoring that needs to be accomplished.**

Ethics

Tutors are expected to maintain a high level of ethics. This encompasses being honest with students with whom you are tutoring, keeping issues discussed during sessions private, and not doing homework, etc. for students. Speaking negatively about instructors with students will not be tolerated. **Remember: tutors are a neutral party.**

Appointments

- **by SARS:** Once you have established a weekly schedule, you are expected to maintain that schedule, just as you would for any other employment. Adjustments can be made if you need to be out of the schedule for studying, appointments, etc., however, **if it is necessary to change the schedule for any reason**, notification to Learning Center staff must be done at least 24 hours prior to the change

- **Emergencies:** In the event of an emergency or illness, you **must** notify, (650) 306-3348, the Center as soon as possible so the tutee can be notified.
- **by Email:** If you wish to have students email you to set up an appointment, it must be done via the my.smccd email. It is your responsibility to arrange the day and time of the appointment.
 - **Emergencies:** It is **your responsibility** to notify the tutee if you cannot make the appointment. The Center has no way of knowing when or with whom you have scheduled an appointment.

Record Keeping

You will also be working with several forms during your stint as a tutor:

- Student Contact Sheet (Ivory) This must be completed for every appointment. **You must be thorough and accurate for every entry.** If the student does not know the course and section number, refer to the Schedule.
 - **No Shows:** If a student has not arrived by 15 minutes past the appointment time, you may claim .25 hour. Please indicate this on the Contact Sheet.
 - This form(s) must be turned in at the end of the month to verify all hours indicated on your online timesheet.
- Tutor Authorization Form (Blue) All students who receive tutoring must have a signed form on file.
 - If a student folder is already in the drawer, verify that the Form is there. If not, have the student complete the form and sign before the session begins. At the end of the session, drop by form at the Front Counter.
 - If the student does not have a folder, check the binders on top of the Tutor mailboxes. If the completed Form is there, create a new student folder. If no form is found, have the student complete and sign one.
- Tutoring Session Report (Pink) This should be completed after each session. You only need to write a sentence or two about the session, but you must indicate what assignment, section, chapter, etc. was worked on, what was discussed during the session, and next steps.

Timesheets

All time is reported through Web Time Entry, and you will get a personal orientation by Rita or Susan once you are in the WebSmart system. You may begin entering hours as soon as you tutor. If you have forgotten how to access your timesheet, log on to WebSmart, select the Employee tab at the top, and select Timesheet. Each time you enter changes, make sure to Save. At the end of the pay period, you must **Submit** in order to have your time approved.

A schedule indicating Web Entry Timesheet deadlines will be in your mailbox. Although you will get up to two reminders about completing and submitting, **you are responsible, and failure to submit means you will not get paid that month for your hours.**

Evaluations

Although you may be casually observed by Learning Center staff throughout the semester, you will be formally evaluated by Susan or myself once during each semester. These evaluations are meant to be supportive and constructive.

Tutoring Philosophy

A tutoring philosophy and what type of approach you need to take with a student to make a session successful are things that you **will develop over time through experience and engaging a variety of learning styles**. On the most general of levels, a tutoring philosophy is comprised of the following:

As a tutor, you are a bridge between the student and the instructor; therefore, the responsibility should be taken seriously.

Although you became a tutor because of your knowledge in a particular subject area, often the most important things you can share with students are study strategies: time management, textbook reading, how to prepare for a test, organizational skills, etc.

Be a mentor. Students who seek tutoring are sometimes vulnerable or feel stupid because they need academic assistance; do your best to keep this in mind and relate some of your own challenging personal experiences as a way to “break the ice.”

Encourage your students to come prepared for each session (course text, syllabus, and study guide, if applicable).

Be patient and understanding.

Be a good listener.

Praise your students when they grasp a concept or do well on a quiz or exam.

Approaches

For two reasons, most students begin to tutor before tutor training, and of course, they are very apprehensive. First, we need as many students on board before we begin LCTR 100, and tutoring begins before we usually have a good number of new tutors. Second, if you have had a tutoring session prior to LCTR 100, it makes everything in the training more relevant. To get you thinking about what you will be doing, however, here are two of the most well-known tutoring approaches that you may want to try. **It will take a while to feel comfortable and become effective utilizing them.** Sometimes you can even blend aspects of several approaches, or develop your own 😊

Socratic Method

You tutor by asking questions rather than just giving instructions. Socratic dialogs are active discussions between the tutor and a student that require the student to formulate

and express his/her thoughts. This interactive exchange requires a student to become involved. Any passive or defeatist behaviors are put aside with this one-on-one attention and immediate feedback.

Minimalist Method

This method requires students to solve their own problems under the supervision of a tutor who acts as a coach, a more experienced peer, rather than an editor. During each session, students engage in a series of tasks related to their latest course assignment. While tutors shape these tasks and advise students in the midst of them, it is the students who read, write, etc.

LCTR 100 Tutoring Training

All students who tutor must take LCTR 100, Effective Tutor Training. The training is held per the schedule date(s). The training satisfies the core requirement for the course. There will be additional homework assignments and a Reflection Paper due at the end of the semester.

The purpose of training is to talk about what tutoring is and isn't, the goals of tutoring, the Tutoring Cycle, methods and approaches, and questioning and listening techniques. Past sessions have also included tutor role play, learning styles, fostering student independence, tutoring a diverse student population, and effective communication.

CRLA Certification



Cañada College Tutoring Center has a Level I and II certified CRLA tutoring program. Many past tutors have earned certification through the College Reading and Learning Association, an international organization that provides recognition and positive reinforcement for tutors' successful work. Transfer schools often pay more when tutors have already been CRLA certified. Certification is earned by completing a set number of tutoring hours and attending tutor training sessions. **Specific numbers are listed below:**

Requirements for regular - Level I Certification

- Minimum of ten hours of tutor training
 - 8 hours during LCTR 100 course
 - attendance at two additional workshops
- 25 hours of actual tutoring

Requirements for advanced – Level II Certification

- Tutors must have completed LEVEL I Certification
- Minimum 10 hours of tutor training beyond Level 1
- Additional 25 hours of actual tutoring (50 hours cumulative)

For further information about the College Reading and Learning Association, visit their website at <http://www.crla.net/>.

The Structured Tutoring Session

Structure is critical when it comes to tutoring. Just as a sports team faces each opponent with a set game plan, tutors should face each tutee with a structured tutoring session. We will be going over this in-depth during formal tutor training, but to get you started, here are the basics and ideas on how to organize your tutoring sessions.

Four Ingredients for a Successful Tutoring Session

1. **Warm-up:** Ask questions and find out what the student wants to work on. Not only should you have a goal for the session in mind, so should they. Find a particular “trouble spot” and set that one area as your goal for the session.
2. **Demonstration:** Refer back to the textbook, review notes, have the student show you their notes—get them talking about what they know so that you can then fill in the missing pieces, not simply put the whole puzzle together for them.
3. **Practice:** If you want to work on, for example, the bones in the body for a biology class, then have the student practice what you just worked on. This can help you assess if they do, indeed, know what you just went over. Don’t take a “Yes,” as the answer to “Do you understand?” Make them **show** you they understand. The best way to learn a concept is to teach that concept, so have them teach you!
4. **Wrap-up:** Make the end of the session uplifting and concluding. Don’t just run out of time and run off to your next obligation. Plan what you’ll do next session, praise the student for all they just learned (confidence does wonders!), and attach a goodbye—these are small but important rapport-building moments.

(adapted from *Becoming an Effective Tutor*, 1990)

Before you have your first tutoring appointment, make sure you have read, understood, and signed this page. Turn it in to either Susan or Rita.

This manual was created to make your time as a tutor a rewarding and productive one. It explains the tutoring philosophy and approaches, expectations, procedures, paperwork, trainings, CRLA certification, and will get you started on your career as a Learning Center tutor.

I have read, understood and will rely on the above information.

Signature

Date