

**PROGRAM:**

College Credit – High School Tutor Training Program

**OBJECTIVES:**

Prepare high school juniors and seniors to provide academic support for Middle School and High School students placed in rigorous courses.

**LOCATION:**

- Tutor Training courses at local community college.
- Tutors placed in high school and middle school classrooms and extended day tutorial programs as assigned.

**DESCRIPTION:**

Junior and senior students prepare for tutoring middle and high school students to enhance academic performance of tutored students, particularly students enrolled in rigorous courses. This program provides a group of tutors readily available on site. Students sign a letter of intent (attached) committing to the requirements described below. Two college classes, carrying two college credits each, have been developed for level I and level II training. Students are required to do a 30-hour practicum to complete the course. Each class carries two college credits.

**IMPLEMENTATION TIMELINE:**

**PREPARATION ACTIVITIES:**

- Design tutor training coursework with local community college.
- Arrange for course to be offered when students can participate.
- Recruit juniors and seniors to enter tutor-training program (must work around classes and extracurricular activities to make tutor assignments).
- Arrange for transportation of students to two 5-hour classes for Level I and II courses.

Staff member collaborates with local community college to create tutor training courses – Level I & Level II; curriculum requirements negotiated.	6 – 12 months prior to implementation of Tutor Training Program
Staff member recruits junior and senior students to participate in the tutoring program; enrolling in HS credit course advisable, not required.	September of Academic Year
Staff member transports prospective tutors to local community for 2-credit course on 2 Saturdays in October (2 weeks apart).	October of Academic Year
Staff oversees tutor completion of homework assignments for coursework.	October-December of Academic Year
Assign tutors to tutoring locations and students to be served	

District staff supervises 30 hour tutoring practicum Community College staff observes each tutor once during the practicum experience.	October-December of Academic Year October-December of Academic Year
Students earn 2 credits for completing lecture requirements (1 credit) and 33 hours of tutoring practicum credit (1 credit).	December of Academic Year
Tutors are eligible to earn minimum wage or more per hour after completing Level I tutor training course	December/January of Academic Year
Students participate in 2-credit Tutor Training Level II course completing lecture requirements (1 credit) and 30 hour tutoring practicum (1 credit).	January or February of Academic Year
Students earn 4 credits for both tutor-training courses if requirements are completed and have developed critical skills for working with students in the Middle School and High School. Some districts place tutors in the Elementary School as well.	Student Accomplishments in the Tutor Training Program during Academic Year

**FOLLOW-UP ACTIVITIES:**

- Supervise tutor placements.
- Oversee tutorial program.
- Evaluate academic support provided.

**COSTS OR COST CONSIDERATIONS:**

- Instructional costs for both tutor training courses.
- Student tuition for courses if required (may be waived depending upon institution).

**CONTACT INFORMATION:**

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CWU Okanogan Valley GEAR UP Project  
1300 Fifth Street  
Wenatchee, WA 98801  
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**ATTACHMENTS:**

1. Syllabus for EDUC 130 WVC F09 (next page)
2. Syllabus for EDUC 131 WVC W10 (next page)

## Attachment #1

### **Wenatchee Valley College at Omak**

EDUC 130 Tutor Training 1 GEAR UP

Fall Quarter 2009

Shirley Kuchta, Instructor

Contact Information: 332-1578; skuchta@wvc.edu

Course Description: This course provides an overview of tutor learning processes and assists beginning tutors in delivering services to other learners based on individual needs. Class sessions are 9:00 a.m. to 2:30 p.m. at WVC-Omak in Room 301.

Prerequisite(s): Appropriate writing/reading level, appointed GEAR UP tutor **and** permission of college instructor.

Test: None. Notebooks and handouts will be provided. You will provide your own Journal, preferably submitted electronically. Note deadlines for due dates for journals and exams. Late work will not be accepted.

Course Goals: Student will demonstrate an understanding of the issues and trends important to tutoring others. By end of the practicum, students will demonstrate level one confidence, quality and effectiveness in tutoring assigned learners.

Course Objectives: Upon successful completion of the course, the level I Tutor will be able to:

1. Define and describe tutoring and tutor responsibilities
2. Identify basic tutoring policies, methods and procedures for working with assigned learners who seek tutoring assistance.
3. Demonstrate the ability to set goals and plan for an effective tutor training session
4. Demonstrate basic tutor behaviors for modeling and promoting effective study skills
5. Demonstrate techniques for successfully beginning and ending a tutor session
6. Demonstrate effective communication, listening and paraphrasing for tutoring purposes
7. Model effective problem solving skills
8. Identify external resources for student referrals and for continuing growth and development in one's own tutoring skills
9. Fulfill obligation of tutor practicum for EDUC 130

### Course Content:

1. GEAR UP 101 – basics of the program and your participation
2. Definition of tutoring and tutoring responsibilities
3. Overview of tutoring guidelines, philosophy and ethics
4. Learning styles – your own and others'
5. Tutoring Do's and don'ts
6. Study skills, problem solving and critical thinking
7. Role Model characteristics and development
8. Cultural values and biases in learning and teaching
9. Setting Goals and Plans for an effective tutor training session including beginning and ending a tutor training session
10. Communication, active listening and paraphrasing
11. Evaluating your effectiveness with your learners (a variety of assessment techniques will be discussed)
12. Referrals and external resources for students and tutors

### Evaluation Methods/Grading Procedures:

Your performance in this class will be evaluated, and a letter grade of A, B, C, D, or F (plus and minus may be included) will be issued for your WVC transcript based on the following:

<u>Attendance and Participation</u> .....	25%
You must attend two Saturday classes and complete an agreed upon 30 hour GEAR UP practicum. Participation will be valued individually, in your group work in class and through the practicum. Respectful participation with others is an indication of your growth as a person and as a tutor.	
<u>Exams</u> .....	15%
There will be two exams: One in class and one “take home” given the second class, due upon completion of your practicum.	
<u>Assignments</u> .....	25%
There will be numerous assignments given throughout the course. Most will be completed in class AND there will be homework. □	
<u>Journal Entries</u> .....	20%
Your Journal should be typed and include some form of learner evaluation during two of the practicum sessions. Your journal will be a series of half-page reflections – one for EACH tutoring session of your practicum. As a progression of your skills and insights, the journal should assist you in becoming a more effective teacher and learner.	
Practicum Completion and Observation.....	15%
You AND/OR your Site Director will schedule one appointment for the instructor to observe you as a tutor in your practicum. You and your Site Director will debrief the process on site immediately.	
TOTAL.....	100%

Students Needing Accommodations: WVC-Omak is committed to providing learning accommodations for students with documentation of qualifying disabilities. Ms. Vicki Turner is available for exploration of the need for accommodation for you. Vicki can be reached in the Student Resource Center at 509-422-7812.

Plagiarism: Plagiarism is using or representing another person’s work as your own. All others’ work or thought should be duly cited crediting the author, date, and source. Failure to cite may result in failure and dismissal from the class.

Contacting the Instructor: Either phone or email work for the instructor. Email is preferred as it allows you to ask your questions and make comments at your chosen time and setting. The instructor will respond as early as possible to phone call or emails. *Thank you.*

Classroom Comfort: Because this is a long Saturday class, within reason, food and beverages (provided by GEAR UP) are allowed in the classroom. Please come **dressed comfortably** and ready to work hard. **Cellular phones** should be on vibrate with your return calls made on break. **Texting** during class is **not** allowed.

**Restrooms** are located across from the Library in the building to the west.

GEAR UP tutors are not to leave campus without expressed permission of the assigned Site Director.

**Stretch your comfort level!** This is a great setting in which to try out new behavior. If you are usually very quiet, practice speaking up, expressing your opinions freely and asking open-ended questions of other students. If you are generally quite talkative and first to speak, this is a great class in which to practice letting others go first or waiting until the quieter students have spoken. Please, in your smaller groups, be sure to encourage all members to participate. The hope is that you will come to know each other students; uniqueness so that you can bring out others’ personalities and learning needs/preferences in your tutoring. In the long run, you’re here to learn and practice a skill and help others learn.

*There are only two ways to really influence self-esteem: Learn something new and/or do something for someone else expecting nothing in return. (Sol Gordon)*

Congratulations!! Tutoring affords you the opportunity for BOTH!!

**Attachment #2**

**Wenatchee Valley College at Omak  
Winter Quarter 2010  
EDUC 131 GEAR UP TUTOR TRAINING Level 2, 2 credits  
Instructor: Shirley Kuchta, M. Ed  
Office Phone: 509 422-4481; Home Phone: 509-322-1578  
skuchta@wvc.edu**

**COURSE DESCRIPTION:**

This course provides a level two understanding of tutoring and learning. Enrolled students are selected GEAR UP tutors who have completed EDUC 130 and are engaged in tutoring practicum at their schools.

**SCHEDULE:**

Class sessions will be held Saturdays February 6 AND 20, 2009-9 AM to 2:30 PM at WVC-Omak Rm. 301. Your tutoring placement of 30 hours will be arranged with your site director who will inform your instructor.

**PREREQUISITE(S):**

Successful completion of EDUC 130; appropriate writing and reading level; selection as a GEAR UP tutor **and** permission of GEAR UP Site Director and college instructor.

**TEXT:** None...Handouts and Notebooks will be provided. You will provide your own Journal.

**COURSE GOALS:**

1. Student will demonstrate an understanding of advanced level issues and trends in tutoring.
2. By end of the practicum, students will demonstrate level two confidence, quality and effectiveness in tutoring
3. Students will demonstrate knowledge and skill in working in culturally competent ways with their learners.

**COURSE OBJECTIVES:**

Upon successful completion of the course, the Level II Tutor will be able to:

1. Identify more advanced tutoring procedures, policies, methods and best practices
2. Demonstrate the ability to set goals and plan for an effective tutor training session
3. Apply learning styles theory to facilitate communication and to plan tutoring sessions
4. Demonstrate awareness of how gender and cultural expectations affect learning
5. Demonstrate active and passive teaching/learning techniques
6. Demonstrate at least 3 appropriate ways to assess the tutor's own performance
7. Demonstrate at least 3 appropriate strategies to assess student progress.
8. Demonstrate discipline specific tutoring strategies for learning math and reading based subjects.
9. Demonstrate accurate clear record keeping and documentation
10. Demonstrate experienced tutor behaviors for modeling and promoting effective study skills
11. Demonstrate effective communication, listening and paraphrasing for tutoring purposes
12. Model effective problem solving skills at Level II competence
13. Identify external resources for student referrals and for continuing growth and development for self
14. Fulfill obligation of tutor practicum for EDU 131 and assist Level I tutors in your school as appropriate.

**COURSE CONTENT:**

1. Review of GEAR UP 101--basics of the program and your participation
2. Review of tutoring and tutoring responsibilities

3. Overview of tutoring ethics
4. Learning styles—Working with your own style; identifying and compensating for your learners’ styles
5. Tutoring Do’s and Don’ts
6. Review and extension of concepts of problem solving and critical thinking applied to tutoring
7. Role Model characteristics and development
8. Cultural competencies for tutors; review of values and biases in learning and teaching
9. How gender differences impact teaching, tutoring and learning
10. Communication, one and two way, active listening and paraphrasing
11. Evaluating your effectiveness with your learners (an extended series of Assessment Techniques will be presented)

**EVALUATION METHODS/GRADING PROCEDURES:**

You will be evaluated with a letter grade of A, B, C, D or F (plusses and minuses) to your WVC transcript for:

<u>Attendance and Participation</u> .....	25%
You must attend two Saturday classes and complete an <i>agreed upon</i> (minimum 20 hr) GEAR UP practicum. Participation will be valued individually, in your group work in-class, and throughout the practicum. Respectful participation with others is an indication of your growth as a person and as a tutor.	
<u>Exams</u> .....	15%
There will be two exams: One in class and one “take home” given the second class due upon completion of your practicum.	
<u>Assignments</u> .....	25%
There will be numerous assignments given throughout the course. Most will be completed in class AND there will be homework *-)	
<u>Journal Entries</u> .....	20%
Your journal should be typed and include some form of learner evaluation during two of the practicum sessions. Your journal will be a series of half-page reflections – one for EACH tutoring session of your practicum. As a progression of your skills and insights, the journal should assist you in becoming a more effective tutor and learner.	
<u>Practicum Observation and Interview</u> .....	15%
Your instructor will observe you as a tutor during your practicum. You and she will debrief the session in person or by phone at the earliest mutual convenience...	
TOTAL:	100%

**STUDENTS NEEDING ACCOMMODATIONS:**

WVC-Omak is committed to providing learning accommodation for students with documentation of qualifying disabilities. Vicki Turner is available for exploration of the need for accommodation for you in college classes. - Vicki can be reached in the Student Resource Center at 509 422 7812.

**PLAGIARISM:**

Plagiarism is using or representing another person’s work as your own and is not tolerated. All others’ work or thoughts should be duly cited crediting the author, date, and source. Plagiarism may result in dismissal.

**CONTACTING THE INSTRUCTOR:** [skuchta@wvc.edu](mailto:skuchta@wvc.edu) either phone or email Shirley. Email is preferred as you ask your questions and make comments at your chosen time and setting. I will respond as early as possible.

**CLASSROOM COMFORT NOTES:**

Because this is a long Saturday class, within reason, food and beverages (usually provided by GEAR UP) are allowed in the classroom. Please come **dressed comfortably** and ready to work hard.

**Cellular phones** should be on vibrate with your return calls made on break. **NO Texting** is allowed in class.

**Restrooms** are located across from the Library in the building to the West and in Friendship Hall (computer lab building). GEAR UP tutors are **not to leave campus** without expressed **permission** of the assigned Site Director.

Some of the activities in the class may **stretch your comfort level**. This is a great setting in which to try out new behavior. If you are usually very quiet, practice speaking up, expressing your opinions freely and asking open-ended questions of other students. If you are generally quite talkative and first to speak, this is a great class in which to practice letting others go first or waiting until the quieter students have spoken. Please, in your smaller groups, be sure to encourage all members to participate so that you can bring out personalities and learning preferences in your tutoring. In the long run, you're here to learn and practice a helping skill.

*Sol Gordon says there are only two ways to really influence self-esteem:  
Learn something new and/or do something for someone else expecting nothing in return.  
Tutoring affords you the opportunity for BOTH!*

I have read and understand the Syllabus for EDUC 131 Tutor Training II GEAR UP for Winter 2010.

I agree to the expectations therein and intend to complete the class with:

- 2 exams: 1 in class and 1 final to be submitted by Mar. 20<sup>th</sup> **electronically**.
- Numerous assignments...in class and taken home.
- A minimum of eight half-page Journal entries: 1 for each tutoring class session and one for each tutoring session completed by March 15th and submitted by Mar. 20<sup>th</sup> **electronically**.
- Completion of your 30 hr Practicum; including one Instructor (or Site Director) Observation on site.

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Site Director: \_\_\_\_\_