

**PROGRAM:**

*GEAR UP Tutoring Programs at the Pasco School District and Kiona-Benton School District*

**OBJECTIVES:**

Strategies for Building Tutoring Programs at Your School.

**LOCATION:**

Middle Schools and High Schools

**DESCRIPTION:**

At Stevens Middle School in Pasco, WA, there are many tutoring opportunities including before school tutoring, lunchtime tutoring, after-school program-extended day, in-class tutoring, small group, large group, targeted tutoring, AVID tutorial sessions, and Saturday School.

At the Kiona-Benton School District they have in-class tutoring, homework help and tutoring center, CAD class assistance, Reading Academy, small group tutoring, lunchtime and after-school tutoring, WASL prep workshops, Digital Learning Commons, and missing assignment assistance.

At both school districts the following practices occur:

**Traditional placement-** In-class and tutoring centers, teacher requests, after-school.

**Non-conventional placement-** Saturday School, before school and lunchtime, in school-suspension, missing assignment camp, and community center or youth center.

GEAR UP site directors at both districts focus on student achievement by effectively using administrators, teachers, and tutors effectively.

**Consult with Administrators-** Site directors meet with administrators at their schools to provide support and enhance academic programs. They provide baseline-WASL scores, and align their programs with other programs and curriculum at the school. Site directors emphasize that participation in GEAR UP is voluntary rather than punitive. They strive to brainstorm with administrators, and be both creative and realistic to the problems of the students and families they are serving.

**Consult with Teachers-** Site directors meet with teachers to discuss the role of Tutors. The site directors emphasize that the role of the tutor is to serve the needs of students rather than the needs of the teacher. Tutors are not Para-professionals. They do not grade papers, make copies, or staple. They should not serve as hall monitors or as playground supervisors.

Site directors should discuss with teachers which classes need tutors and which groups of students are being targeted. Teachers and site directors discuss which tutoring style to implement, whether pullout, small groups, or rotating throughout the class as needed. If students are being well served by other resources, GEAR UP tutoring may not be necessary.

**The Training of Tutors-** At both school districts there are extensive tutor training and professional development programs. At WSU Tri-Cities, there is in-service training, Socratic seminars and the promotion of higher order thinking, training in the use of ideas from AVID, and collaborating and networking with other GEAR UP sites. Both sites stress that tutors must be knowledgeable about safety issues, transportation of students, drills, and confidentiality laws.

Tutors must clearly understand the roles of tutors, and especially the student-tutor relationship. Tutors are mandatory reporters of abuse, and receive additional training in first aid, blood-borne pathogens, and sexual harassment. Tutors also know the school environment, and class schedules. They know the details of testing and early release, parent nights, community events, athletics and special clubs and organizations.

**Hiring of Teachers to run tutoring programs-** Classroom teachers are hired to run after-school tutoring and Saturday tutoring. Tutors come into the program by way of word-of-mouth, advertising, from retired teachers, part-time para-educators, work study/college students, retired parents, parents, and volunteers.

### **The Tutor's Function**

A tutor encourages, listens, mentors, advises and provides positive model for the student. They help students think, and draw out the correct answers from students through Socratic interplay.

Through tutors students gain advocates, academic support, mentoring, improved grades, increased academic awareness, relationship skills, a sense of belonging, networking, team building skills, and an understanding of the education process and system. Their higher order thinking skills are also developed and improved.

### **IMPLEMENTATION TIMELINE:**

#### **PREPARATION ACTIVITIES:**

The implementation of a tutoring program requires planning and discussion, and buy-in of teachers and the school administration. This is crucial in ensuring program success.

#### **FOLLOW-UP ACTIVITIES:**

There should be an on-going schedule of program evaluation, both qualitative and quantitative, to ensure that the tutoring program continues to address weaknesses and shortcomings, and take advantage of opportunities to adapt, evolve and improve.

### **COSTS OR COST CONSIDERATIONS:**

A primary cost consideration is providing a prevailing wage for tutors.

### **CONTACT INFORMATION:**

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