

SECTION V

TUTORING

Tutors are a particularly large group of volunteers in our schools. Thousands of volunteers are involved in assisting with academic instruction and offering valuable individual attention to our students who need this type of support. Because of the need for structure and effective strategies in this role, our schools have created a number of resources and models to make tutoring work. Below and in the following pages you will find some particular ideas for managing a tutoring program.

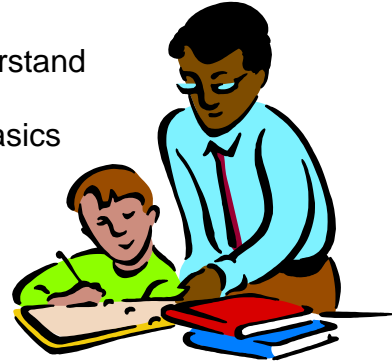
- ❖ **See the Seattle Public Schools Tutoring Basics Handbook.** This helpful resource brings together a host of information and strategies we would like all of our tutors to have and know. You and your volunteers can find the document on our website at:
http://www.seattleschools.org/area/vol/vol_resources.xml
 - The information in this book is best used as a companion to a tutor training that volunteers take part in.
 - See the list of resources at the end of the handbook for more information.

- ❖ **Connect with the Seattle Tutoring Coalition.** This gathering of staff from various school and community-based tutoring programs can be of great assistance to you as you plan and implement your programs. For Seattle Tutoring Coalition contact information, call the Seattle Public Schools Office for Community Learning, or the Catholic Community Services Youth Tutoring Program.
 - Attend the monthly meetings for pertinent program topics focused on tutoring and volunteer programs.
 - Network with other program staff for program ideas and resource information.



- ❖ **Train your tutors.** These volunteers are functioning in the role of a teacher and a mentor. It is important that they are prepared to do both. You can offer them some basic ideas for forming a good relationship, structuring their time, and creative behavior management that will allow tutors to be more effective and feel more comfortable in their work.

- Offer an Introduction to Tutoring so they can understand their role and some basic tutoring concepts.
- Base the training on the content of the Tutoring Basics Handbook, or design your own training.
- Attend and send volunteers to the All-City Tutor Training.
- See the following pages for sample Tutor Training agendas.



- ❖ **Make good matches.** Volunteers and students need to be able to work well together. Their personal connection and an effective working relationship will be crucial for student achievement and volunteer satisfaction.

- Try to sense the personalities and abilities of both the adult and student.
- Give them the support they need to get to know each other and accomplish their work.
- Know when a match is not working out and make an alternative match.

- ❖ **Keep track of student progress.** It will be helpful for everyone involved to know what sort of impact tutoring is having on the students. The students will benefit from being able to see their progress, the volunteers will have tangible information about the impact of their efforts, and the staff will know how these programs contribute to student achievement.



- Some programs use a pre- and post-tests as assessment tools.
- Some look at test scores over the year.
- Some programs survey the students, volunteers and teachers to gauge progress.
- Visit the site LEARNS section of the NWREL website below for measurement ideas. However, agree on an assessment strategy with other staff. <http://www.nwrel.org/learns/resources/measurement/index.html>

TUTOR TRAINING

(Sample) AGENDA

THIS TRAINING IS DESIGNED TO INVOLVE A LOT OF DISCUSSION. ASK THE PARTICIPANTS WHAT THEY KNOW, THINK, NEED. *It is better if you don't present the whole time. They will feel like they are participating in a discussion rather than a lecture.*

General Volunteer Orientation

Use the Seattle Public Schools Volunteer Handbook to provide a general overview of expectations and process for all Volunteers. This can be separate or combined with the tutor training (*The general orientation can take as little as ½ hour with an individual, or 1 ½ hours with a group, but times can vary with content and style.*)

Tutoring

(The tutor training should be 1 ½-2 hours long, depending upon the number of people involved and their knowledge. A basic individual training can be done much quicker)

Appreciation

Always start with thanking them for making this a priority in their lives, and explain what a difference it makes to your school and the kids.

Volunteer Interest/Investment

Ask the volunteers about why they want to volunteer, what they expect to do, and hope to receive. Ask them to remember a teacher they had that made a difference in their lives and what about that person was so remarkable, memorable. Relate this to their role.

Overview of Tutoring Program

- ❖ Describe/Discuss Structure of your program. How does it happen? What kids are involved, where and when do we tutor, what materials do we use? Etc.
- ❖ Present specific curriculum they will use if appropriate
- ❖ Talk about record keeping. Make sure they understand how you keep track of tutoring sessions or student progress/concerns.
- ❖ Emphasize communication. How and when do they communicate with you or the teacher? What do they do when they have concerns/questions or need guidance?

Tutoring Skills

- ❖ **Create/Use a Tutoring Packet**—Use the Seattle Public Schools Tutoring Basics Handbook, or the Seattle Reads Handbook, or make your own. Go over the packet, highlighting, but not reading.
 - **The packet should include** general information about building rapport and working with the students, and some ideas for motivating and praising the student. It should also include some brief, but helpful get-to-know-you activities to get them started. Information on learning styles is also helpful. Other, more extensive tools and materials can be included and are easily located in written and online sources. *Suggest ways the tutor can find them on their own as well as whom to talk with when they need ideas.*
- ❖ **Model Skills/Role Play**—Collect some worksheets or reading materials that an average student might need help with.
 - **Have someone role-play** for the group, or practice with the individual. Have people pair off or by threes (tutor, student, observer) and practice. Ask them how it went (How did they feel? What was accomplished? What was challenging?), offer constructive feedback, alternatives. **AFFIRM** their efforts!

Questions

Make sure they have **time to ask questions** about what they will be doing, what-ifs, etc.

Next Steps

Talk about what is next, when they will start, what they need to do, who they need to talk with.

Sample Tutor Scenarios

Use these samples for Role Plays during your training or create your own with these examples. Have someone play the student and someone be the tutor. Give each of them one of the snippets below. If you would like to make things easier, let each of them know ahead of time what is on the other player's sheet.

Scenario #1 (student)

You are new to the school and are just starting to make friends and get used to the teachers. This is your first tutoring session and you are nervous and don't know what to expect. You don't know what you are supposed to be working on.

Scenario #1 (tutor)

You are a brand new tutor and you are starting your first session with your very first tutee. You know because of your Introduction to Tutoring workshop that you should spend some time getting to know the student before you expect to get any work done. The student has a book that you are supposed to practice reading.

Scenario #2 (student)

You are a 9-year-old student who is just getting started with a tutor. It's just after lunch and you didn't have time to go to the restroom before tutoring. You get a good start, but you are having a hard time staying focused because you have to go really bad! Your teacher was very specific that you focus on work with the tutor- "no excuses" for not doing your work. You're not sure if you should ask.

Scenario #2 (tutor)

You are just starting with this new student. You are helping your student do a math worksheet that the student brought with them. Help them do the math problems.

Scenario # 3 (student)

You have a book that you are supposed to read for homework and do a report on it. You're not looking forward to it because you don't know how to get started.

Scenario # 3 (tutor)

Your student has a book that he needs to read and do a report on for homework. He/she is not excited about it and doesn't know where to start. Help him/her get started with the process.

Resources for Tutors and Tutor Coordinators

Computer resources to use with your student

Visit the “Student Center” at http://www.ytpseattle.org/student_center.htm. This will introduce you to websites where you can practice basic skills in math and Language Arts. The best link is www.funbrain.com.



Internet Searching: 4th and 5th Graders- Searching the Internet is not easy for students. If you have the opportunity, walk them through a search. Teach them the logic that you have learned about what kinds of sites are helpful. Just let them practice. Start with a task, such “create a travel brochure for Puerto Rico”. Guide your student to your favorite search engine (be sure to use the kid search engines too found at the “Student Center” at http://www.ytpseattle.org/student_center.htm)

Websites for Tutors and Tutor Coordinators

NW Regional Educational Laboratory-

<http://www.nwrel.org/comm/topics/tutor.html> and the LEARNS section in particular <http://www.nwrel.org/learns/resources/index.html>

A variety of information on such items as: before-and-after-school programs, math tutoring resources, student assessment and evaluation, middle and upper grades, pre-k to 3rd grade tutoring, adult literacy, family literacy, English language learners, learning differences, mentoring, and program start-up.

Sites for Games, Tips and other Resources for Kids and/or Adults

www.kcls.org

www.spl.org/children/children.html

www.homeworkplanet.com/games.html

www.malt.cmich.edu/resources.htm

www.cue.org/links/websites.html

www.bpl.org/central/adult/litresources.htm

www.mathforum.com

ESL Info

<http://www.kcts.org/learns/index.asp>

www.academicinfo.net/esl.html

Local Tutoring Programs (some with links to tutoring resources)

- ❖ Intergenerational Innovations: www.intergenerate.org/
- ❖ Seattle U-Children's Literacy Project: www.seattleu.edu/soe/clp
- ❖ Study Buddies:
www.jewishinseattle.org/JF/Volunteer/Volunteers/Volunteers.asp
- ❖ Team Read: www.teamread.com
- ❖ United Way of King County: www.uwkc.org
- ❖ University of WA—Pipeline Project: www.washington.edu/uwired/pipeline/
- ❖ Washington Reading Corps www.fremontpublic.org/vols/readingcorps.html
- ❖ Youth Tutoring Program www.ytpseattle.org

Books

Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers. Johnson, F.R., Invernizzi, M., Juel, C. (1998). New York: The Guilford Press. **Summary:** A guide for instructors and volunteer tutors in establishing a proven tutorial program for the early grades. There is a comprehensive compilation of activities, assessments and resources. Includes leveled book lists, tutoring materials and lesson plans.

Help America Read: Coordinator's guide. Pinnell, G.S., Fountas, I.C. (1997). Portsmouth, NH: Heinemann. **Summary:** Provides information about how to recruit, organize, train and advise classroom volunteers. Includes specific training materials on ten ways to help children read and write as well as in-service training transparencies and sample parent letters.

So what's a tutor to do? Roller, C.M. (1998). Newark, DE: International Reading Association. **Summary:** The author provides a step-by-step outline of a tutoring session including specific strategies and activities within each segment of a lesson. Each chapter concludes with a section for the supervisor supporting professional development, organization and implementation of a tutorial program.

Teaching Children to Read: A step-by-step guide for volunteer tutors. Chall, J.S., Roswell, F.G., Fletcher, M., Richmond, D (1998). Elizabethtown, PA: Continental Press **Summary:** This book offers the tools needed to become an effective tutor—including lesson plans, activities, and answers to frequently asked questions.

The Volunteer Tutor's Handbook. Herrmann, B.A. (1994). Newark, DE International Reading Association. **Summary:** The Volunteer Tutor's toolbox offers tutoring ideas, teaching activities, and evaluation suggestions for volunteers who are working in classroom or adult literacy programs.

Volunteers Working with Young Readers. Laminack, L.L. (1998). Urbana, IL: National Council of Teachers in English. **Summary:** A guide with examples that highlight a young child's literacy development. The book gives an overview of reading and addresses how to work with readers.

Procedures for After School Volunteer Tutors

(Sample from B.F. Day School, Seattle)

Before you begin tutoring

- ❖ Schedule an orientation appointment with the Volunteer Coordinators
- ❖ Make sure that you have completed and turned in your Volunteer Information Sheet and Washington State Background check form to the Volunteer Coordinator
- ❖ Form an agreement with the Volunteer Coordinator about your assigned student and your tutoring schedule

Daily

- ❖ Report to the office
- ❖ Sign-in on Volunteer sign-in sheet
- ❖ Pick up name tag
- ❖ Look at the student/ tutor assignment to confirm your student for the day
- ❖ Pick up and review your student's folder and meet your student at his or her assigned table
- ❖ From there you may find a quiet place to settle down to tutor
- ❖ Begin your tutoring session with the snack provided if after school
- ❖ At the end of the session complete the tutoring log for your student describing session activities and student progress, drop off nametag and sign out
- ❖ Walk with student to his or her transportation area
- ❖ Call the volunteer coordinator to discuss problems or concerns.

If You Are Unable To Attend Your Tutoring Session:

- ❖ Inform the Volunteer Coordinator if you are going to be absent as far in advance as possible. If unavailable, please leave a message. If possible, let the students know if you will be missing a session. Students look forward to seeing you as their tutor and should know if you are unable to come.
- ❖ If you decide to discontinue tutoring before the agreed upon time, please let the Volunteer Coordinator know. We will need to fill your space with another tutor.

We would appreciate any feedback you have that might help us improve our Tutoring Program. *Thank you very much for devoting your time to this very important job!*

How to Structure Your Tutoring Session

(Sample)

3:00-3:10 Confirm your student assignment for the day
 Go to student's assigned meeting table
 Review Student Folder

3:10 Students arrive
 Get snack with student,
 Find a quiet place for tutoring

Ask Student If Teacher Has Sent Work

