

**Welcome!**

Whether you are just beginning or a returning tutor, we want to welcome you to our team. You have been selected to be a tutor for St. Norbert College because your professors and this office believe you are both knowledgeable and responsible. This is a campus job where you can truly make a difference. This pre-professional experience will also hone your skills and prepare you to achieve your goals.



# Tutor Handbook

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## Academic Support Services Staff



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## MISSION STATEMENT

***It is the mission of the tutors in the SNE Tutoring Program to assist our peers in improving their abilities to respond effectively to the challenges of academic discourse.***

***We serve as a resource to empower our peers to become self-sufficient in their academic lives. We strive to foster student success in a respectful, supportive, and challenging learning environment.***



You will be doing important work; as peer tutor, you are a member of the Academic Support Services staff. We will work collaboratively to help students achieve success. It is your responsibility to assist the student to become a successful, *independent* learner. You will help the student develop effective learning strategies and provide appropriate reinforcement for the student's performance.

## STUDENT EXPECTATIONS of their tutor

To establish an effective working relationship between you and the student you have been assigned, you must be able to fulfill these responsibilities to the student:

1. Set up a tutor meeting as soon as possible.
2. Be prepared for each session.
3. Utilize good listening skills.
4. Understand the strengths and weaknesses of the student.
5. Emphasize the student's strengths and alleviate fears of failure.
6. Facilitate rather than direct learning.
7. Communicate concepts clearly
8. Conduct accurate, informal assessments.
9. Build trust and create a positive atmosphere for learning.
10. Maintain confidentiality of information.
11. Assist students with effective study strategies.
12. Respond to student inquiries promptly.
13. Understand their professor's expectations

## DEPARTMENT EXPECTATIONS

As a member of the Academic Support Services team, it is essential that you:

- Communicate effectively with this office.
  - This will be done by your prompt response to calls & emails
  - google calendar invites even if you don't personally use google calendar
  - submitting tutortrac and pay records that are accurate, informative, legible, and on time.
  - Communicating concerns about a tutoring situation( it is important that you bring them to the attention of Carole Basak [403-3875].
  - If you have payroll questions, please contact Brooke Gustafson [403-1326].
- Participate in training each semester and complete certification. Research indicates that trained tutors have a significant impact on student success. The St. Norbert College tutoring program is certified through the College Reading and Learning Association. Tutors may earn both level 1 and level 2 certifications. [see **Certification** for more information]. Since training is an expectation and an integral part of successful tutoring, it is **paid** at the same rate as tutoring.
- Maintain confidentiality
- Abide by the SNC Honor Code
- Focus on the student's understanding of the material, not homework completion

# GETTING STARTED



## As a NEW TUTOR, you will need to do a few things.

- ✓ Submit an application and give professors recommendation forms for each class/area you wish to tutor. (Professors will turn them in to the Academic Support Office.)
- ✓ Read this tutor handbook on-line ; you will need to know things like:
  - *How does a student get a tutor?*
  - *What is the difference between a tutor and a TA?*
  - *Is there any minimum or maximum amount of time I should meet an assigned student?*
  - *What should I do once I have been assigned a student?*
  - *What information do I need to cover during that 1<sup>st</sup> student contact?*
  - *What do I do during the 1<sup>st</sup> session?*
  - *How do I record my meetings and other time devoted to the job?*
  - *How should I prep for tutoring?*

### **We want to be sure you understand the material so you will be comfortable working independently after you start.**

- ✓ Watch the first training video and complete the response sheet that accompanies it.
- ✓ Once you are hired, fill out paper work at the Financial Aid Office if you haven't worked on campus before. You will need your drivers' license and your social security card or passport. **If you are not an American citizen, you need to request a letter from the Associate Director to obtain a social security card. You will not be allowed to tutor until you have completed your payroll information for the Financial Aid Office.**
- ✓ Meet with Carole Basak or Brooke Gustafson to review the information from the handbook and ask any questions you have at this time. You will be asked questions about what you have read. We want you to feel comfortable with your responsibilities. [Call 920-403-1321 to schedule a 1 hour Hand Book Review appointment as soon as possible.]
- ✓ When you meet for your review, you will be asked to fill out some paper work

### **After you are formally hired:**

- ✓ Your name then will be entered into the Tutortrac Data Base (so you can record tutor notes) and Moodle (which contains forms, resources & announcements).
- ✓ Once this is done, you need to complete your on-line data form.
- ✓ Your Google tutor folder will be shared with you.
- ✓ You will also be added to the tutor list serve
- ✓ You will submit your Semester Tutor Data Sheet

# YOUR GOOGLE TUTOR FOLDER



Your Google folder from Academic Support will be shared with you after your handbook review. **Please save it to your drive so you can easily find it and to ensure access.** There will be multiple folders inside to organize your data.

## □ Trainings Folder

- Check what modules you've done and what you need
- Access information about your certification
- Certification Records will be there

## □ Current Term Folder

### ○ Your Current Term Data Form

- You'll be able to see all your tutees in one place as a quick view
- You can keep your schedule up-to-date
- Access to digital termination is located above students assigned; CLICK to fill out then submit

### ○ Assignments Folder

- This will have all your students' TUTOR REQUEST forms with their contact information

## □ Past Semester Records

- Work document: Summary of work history
- Record by year: data forms, self-evaluations, annual review

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## SEMESTER TUTOR DATA FORM

Each semester you will be shared this google doc. Because it is a doc and not a form, you will make a copy.

- Rename the copy by replacing "copy of" with your first & last name
- Complete the top portion of the form and double check that your contact info is correct.
- Make sure you indicate the **# of hours** you wish to actually work.
- List the course #s and names etc. of the classes you wish to tutor this semester
- You will not fill in student names (they have not been assigned yet)

Fall 2018 TUTOR DATA FORM		
Name:	Mailbox	Email:
Cell:	T#	Residence:
Adviser(s):	ID#	Major(s):
Graduation Date:	# hours available:	Minor(s):

Picture  
If you don't supply a picture, we will use your campus ID pic



List courses you can tutor this semester; **bold your preferences.**

Course #	Course Name	professor taken	others you can tutor for	rec received	Pro Contact

Termination form: [Click Here!](#)  
**Students Assigned** (filled in by office)

date assigned	Student ID	first name	last name	course#	professor	start date(on orange sheet)	goal sheet submitted	Termination date (sheet submitted)

- **Scroll down and indicate your availability** (these can add up to more than the number of hours you plan on working. We promise you will only be assigned the # of hours you agree to; this just helps with flexibility as we schedule). REMEMBER: you can always go into your google folder and change your availability. **DON'T WAIT** for your "final schedule" to submit this form

- Make a large **X** to indicate when you **ARE AVAILABLE TO TUTOR.**
- .Place a large **T** to indicate when you are available to meet with staff (indiv. meetings, trainings etc).
- **As you set your tutor schedule, change the x to the class you are tutoring.(if a student should not be grouped, remove your availability for that time.**

time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 A.M.							
8:30 A.M.							
9:00A.M.							
9:30A.M.							
10:00 A.M.							
10:30 A.M.							
11:00 A.M.							
11:30 A.M.							
12:00 noon	XT						XT
12:30 P.M.	XT						XT
1:00 P.M.	XT						XT
1:30 P.M.	XT						XT
2:00 P.M.	XT		XT				XT
2:30 P.M.	XT		XT				XT
3:00 P.M.	XT	XT	XT			XT	XT
3:30 P.M.	XT	XT	XT			XT	XT
4:00 P.M.		XT				XT	XT
4:30 P.M.		XT			MATH 131 (2)	XT	XT
5:00 P.M.						XT	XT
5:30 P.M.						XT	XT
6:00 P.M.					MATH 131 (1)	XT	XT
6:30 P.M.							XT
7:00 P.M.	XT						XT
7:30 P.M.	XT		XT		MATH 102 (1)		XT
8:00 P.M.							XT
8:30 P.M.							XT
9:30 P.M.							XT
10:00P.M.							XT



## FIRST STUDENT CONTACT



### Tutoring begins by a request from the student.

- All students must meet with someone from the Academic Support Services Office and fill out an electronic tutor request form(see next page)

### When you are assigned a student:



- You will receive an email that a Google document has been shared with you.  
The document will be named last name first name of the student you are being assigned

### Emails with student assignments will be sent out at least once a day. Please make sure you look at documents shared with you so you know that you have a new assignment.

- .This request will be in your tutor Google folder. The schedule on this request form should give you an idea of good times to reach the student and when they are available to meet.
- The student **should contact you** but if they haven't **after 2 days please contact them.**
- If the student is not in, leave a phone message **and** e-mail the student. Based on his/her schedule and yours, tell him/her some possible meeting times.
- If you are planning to group students explain that also. If you are specific in your message it will help reduce *phone tag*.
- A student **may** call you **before** you receive the Google request. If this happens, go ahead and set your first appointment but make sure you carefully record the student's name, phone number, class you will be tutoring for, and appointment time and location. If you do not get a notification within a day that this student has been assigned to you, contact the office.
- If the student has left you a message, **please contact the student promptly.**
- Student staff will update your tutor data form with the new student's information once a day.

### You need to update your data form availability to reflect your new tutoring schedule

## TUTORING REQUEST

**For Office Use Only:**

**Comments:** This is where I may add a note about the student's need or suggest a group. I may even tell you to see me about the student

Grad Date for folder:

Name:		I.D.:	Date:
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Phone:		E-mail Address:
--------	--	-----------------

Campus or Commuter Address:	Class Year:
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Major: Communications	Advisor:
-----------------------	----------

Course Name, NUMBER, Section	Professor	Tutor Assigned

Have you met with our instructor regarding your problems with this course? No
Have you met with the TA's? No
Have you attended class regularly? Yes
Are you behind in any course work? I missed a quiz because I was unable to get to school because of weather and an exam because I was sick.
Is there a test/quiz/paper/project approaching within the next day/week? I have a quiz on Monday
Who referred you to receive assistance from academic support? Myself
Are you an athlete? If so, practice schedule: Football but the season just ended

**Student Schedule:**

**The student is available at these times:**

**Sunday:** 10, 11, 12 noon, 1, 2, 3, 4, 5, 6, 7, 8, 9 p.m.

**Monday:** 4, 5, 6, 7, 8, 9 p.m.

**Tuesday:** 4, 5, 6, 7, 8, 9 p.m.

**Wednesday:** 4, 5, 6, 7, 8, 9 p.m.

**Thursday:** 3, 4, 5, 6, 7, 8, 9 p.m.

**Friday:** 4, 5, 6, 7, 8, 9 p.m.

**Saturday:** 9, 10, 11, 12 noon



Arrange to meet the student in a convenient location on campus that will be distraction free. Most tutors use the library for at least the first meeting. Be specific as to the location. For example, “*I will meet you right next to the statue in the library lobby.*” Indicate that your first meeting might be a little longer so you can go over some things. We also have rooms in Todd Wehr that you can reserve for tutoring (see moodle for calendar sign up).

Your first contact will set the tone of your tutoring relationship. Be friendly and arrange for the earliest meeting time convenient for both of you.

**Ask the student to bring:**

- ✓ a copy of the **syllabus** for you
- ✓ as well as their **text book**
- ✓ **notes**
- ✓ any **quizzes, tests or assignments** that have been returned
- ✓ Also encourage the student to bring his/her **planner** so you can set a tutoring schedule. (if they don't have one, bring a semester calendar for them to use) available in the office.



 **Ask the student what is coming up.** It will be important to know if your first meeting is just before the big test or the big test was just returned. Sometimes a student doesn't give the impression that there is any urgency in scheduling the first meeting. It is always beneficial to set the meeting **as soon as possible**. That will give you time before the next big assignment to get to know the student, analyze the difficulties in their process as well as the content, and familiarize yourself with the material currently being studied in the class.

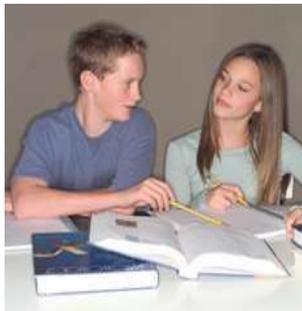
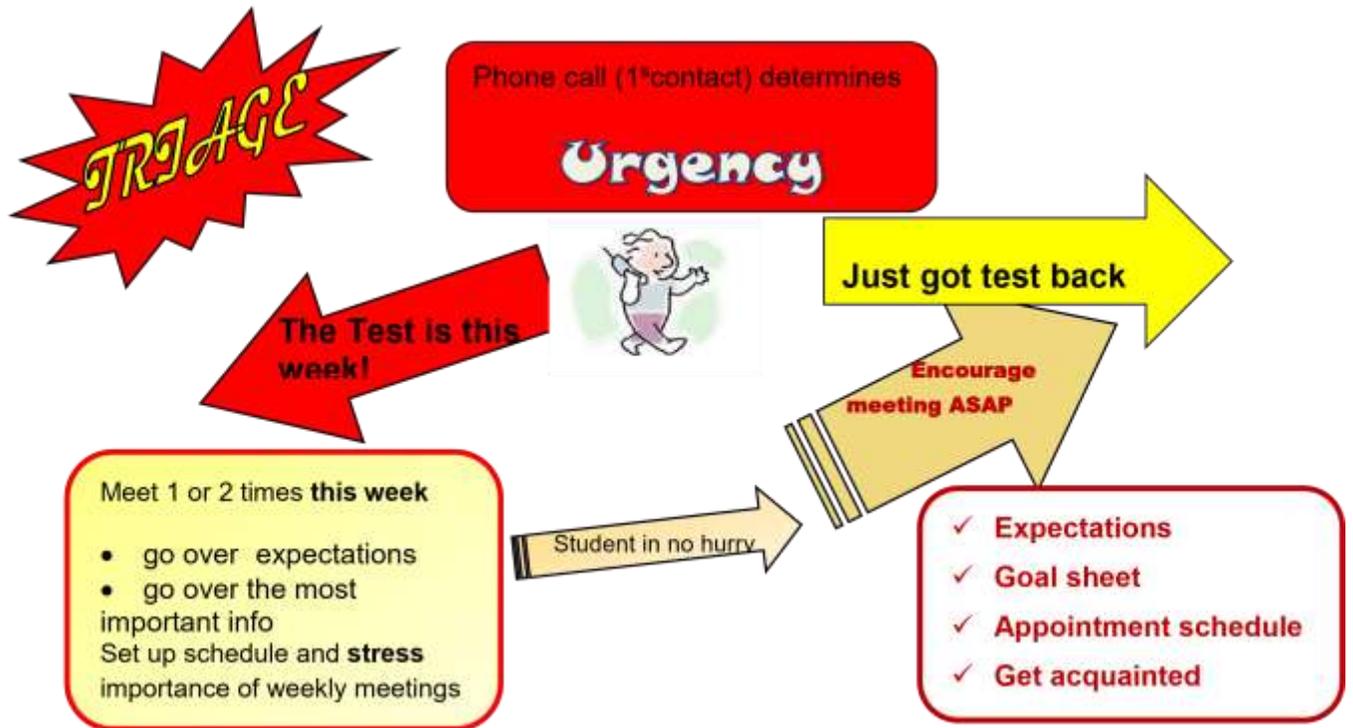
Once you have agreed to a time and place, send the student a google invite. This will give the location as well as when you are meeting. You can put a reminder of things you want the student to bring in the details section.

- Make sure you actually call as well as text & email before you terminate a student. If the student doesn't reply within two days, terminate the student by following the termination procedure. (See page xx).
- If for some reason **YOU** are unable to tutor this person, **inform the office IMMEDIATELY.**

 It is important that you have tutoring records for everyone you tutor. If a **Tutor Request** form for a student has not been shared with you, let the office know immediately.

 **Do not tutor a student's friends.** Each student must apply for tutoring through this office for you to be paid. If a student brings a classmate along to a tutoring session, tell them that **the unregistered student cannot stay.**

If you are not sure if a student has been assigned, check your semester data sheet. If the student is not listed, contact the office.



## 1<sup>st</sup> Meeting

Be on time for your meeting and wait in an expectant fashion for your student. If you are texting, checking e-mail or chatting with friends, you will not seem approachable. The student will feel awkward and may not recognize you as the assigned tutor.

Make sure you have the student's contact information with you. You may need the student's phone number if he/she is late. You will need a goal sheet. You must go over expectations and goals (forms will be in your folder).

Once you and your student(s) are situated in a distraction free area where you can talk without being interrupted, introduce yourself and tell a little about yourself to make the student feel more comfortable. Also learn a little bit about the student.

To have a successful tutoring experience, it is important that both the tutor and the student being tutored understand each other's expectations. The following information should help you facilitate this discussion. **This must be done in the first tutoring session.**

- It is important to quickly determine what is urgent to accomplish during the first meeting. Hopefully you learned some of this during the initial phone conversation.
- Make the student aware of your need to become acquainted with the class and the student's needs.

- If the test is tomorrow, then get acquainted and diagnostic portions of the meeting are by necessity, greatly reduced. **Even if the student's situation is critical, you must go over expectations and set a tutoring schedule.** If a student is having real difficulty, it may be necessary to schedule an extra meeting that first week to help the student to catch up.
- At this time, attempt to establish a tutoring schedule. Have the student find a time that they will have had the opportunity to do any reading and homework. You want the student to commit to a regular, weekly schedule.
- Explain to them that if they have attempted their homework and have prepared, they will have better questions. If they are unprepared it is difficult to tutor. You can't discuss material they haven't read.
- If there are **unusual** circumstances such as an athlete's changing practice schedule please note that in the comment area on the appointment/responsibility sheet. In most situations, you should establish a regular schedule for at least one appointment a week. **If you don't meet regularly, it is difficult to assess the student's needs and progress.**
- If you feel an exception to this policy is appropriate, please discuss it with the Associate Director. Explain to the student that each week you will review the material from the week. If there are questions or confusion about an assignment, you will deal with that first.
- Weeks when they are comfortable with the material or nothing new was covered, you will work together to predict exam questions or you will quiz them to increase their mastery.

**DO NOT AGREE TO TUTORING "ON DEMAND" or AS NEEDED; ESTABLISH A SCHEDULE**

### **First Appointment Responsibility Form**

This form was designed by tutors to help students understand what can and cannot happen during. By making it a form, the language is consistent and so are the expectations. **This process helps set the tone of your tutoring relationship. If you rush through this, you may allow misunderstandings to occur.**

- ✓ Complete during the first appointment you have with the student. This orange sheet will be in your folder or in the office. [See copy pxxx]
- Make sure you both are in agreement about the goals and structure of this tutoring arrangement.
- Clarify any misunderstandings. Also discuss the other options that are available to the student (professor's office hours, T.A.s, Writing Center) you should learn the available times of these and help students build them into their schedule.
- Have the student silently read and check off each point and sign it. Discuss anything that isn't clear.
- Then read or paraphrase each tutor responsibility to the student and check it off as you read it.

Discuss points as needed.

- Both you and the tutee should sign this.
- **Agree to a meeting schedule .**



- Make sure your name and the student's name are all *legible*. Student workers need to be able to read it so they can check this information off in our assignment book.

**This needs to be turned in as soon as possible so we know you have met.**

**ST NORBERT COLLEGE**

## PEER TUTORING



**Student Responsibilities Agreement:**      *Please check to acknowledge your understanding of the process & agreement*

• I will provide my tutor with a copy of the syllabus and any other assignment directions	
• I will be on time to our sessions.	
• I will attend class regularly. If I don't, my tutor is not allowed to tutor me.	
• I will respect my tutor's time. If I am not able to be at a session, I will let my tutor know at least 24 hours beforehand.	
• I will come prepared to each session having read the assignment and with topics I want to discuss or with questions on which I need direction.	
• I will bring my notes, assignment rubrics, and study guides to tutoring sessions.	
• I will inform my tutor ahead of time regarding the schedule of tests and the material they will cover. Also the deadlines for major projects.	
• I will use my professor's office hours for further questions or help.	
• I will use TAs if available.	
• I will turn off my phone during tutoring sessions.	
• I understand that tutors are available to help me with specific problems and to model various study skills. Beyond this, I should implement my own work ethic and study skills. Their role is to help me understand the material, promote my independence, and help me develop effective study strategies for this class.	
• I understand that my tutor is not the professor and may not have the answer to every question immediately.	
• Tutoring sessions should help me better understand coursework and not be used to complete homework. My homework must be a reflection of my independent work not someone else's (classmate or tutor). I abide by the SNC honor code.	
• I will meet with my tutor weekly.	
• I will share test and project grades with my tutor so we can review effective strategies and better evaluate tutoring needs.	
• I will review information covered during tutoring to make sure it is understood and retained.	
• I will contact Academic Support Services with any concerns I have regarding tutoring.	
• When tutoring has been terminated, I will complete an on-line evaluation of my tutoring experience.	
• I understand that in order to maximize the educational benefit to me, Academic Support Services may communicate with the appropriate faculty member/s about my tutoring.	

I have carefully reviewed the above policies and discussed any questions regarding them with my tutor.

Signature: \_\_\_\_\_ date: \_\_\_\_\_

Print name: \_\_\_\_\_

## PEER TUTORING



**Tutor Responsibilities Agreement:**  *Please check to acknowledge you have discussed the student's expectations of tutoring and your responsibilities as a tutor with the student.*

• I will be courteous and professional.	
• I will respect your confidentiality	
• I will be on time to our sessions.	
• I will come prepared.	
• I will communicate with you in a timely manner.	
• I will meet with tutees at least 1 hour a week unless I am directed otherwise.	
• I will be respectful of your time. If I am not going to be at a session, I will let you know.	
• I will discuss the goals and expectations of the class with you and we will complete a goal sheet together.	
• I will fill out tutoring reports for each meeting.	
• I will use the tutor trainings provided.	
• I will maintain open communication with Academic Support Services regarding any problems	
• I understand that I am to offer and model study skills appropriate to the class.	
• I understand that I am to offer effective time management suggestions appropriate to the class.	
• I understand that I am to assist students with their understanding of the material, <b>but graded assignments must be the sole work of the student.</b>	
• I will not review your work without you being present.	
• When we terminate tutoring, I will ask you to complete an on-line evaluation of your experience.	
• I am a resource, but I don't have the expertise your professor has; I will contact professors for clarification when needed.	

**Please agree to a regular schedule and indicate it on your tutor Data Form.**

I have reviewed tutoring policies at our first meeting and discussed any questions regarding them with this student

Tutor's Signature: \_\_\_\_\_ date: \_\_\_\_\_

Print name here: \_\_\_\_\_

The **GOAL SHEET** should also be started at this meeting (see copy in FORMS).

# GOAL SHEET



The goal sheet is an excellent tool for structuring your first meeting and diagnosing the type of assistance that will be necessary. It will help focus your discussion and discover what the student needs. It will also allow you to help the student better understand the class and needed skills.

**Start by reviewing the syllabus.** Make sure the student clearly understands the professor's expectations. Note any confusion the students had about this. If the syllabus is vague about expectations, make sure the student seeks clarification from the professor. Also, note if exams and papers are listed.

- **Discuss attendance** and reiterate that you are not allowed to tutor if they don't go to class.
- **Help the student understand how the professor computes the grade** and note it in the box designated "grade analysis". Also, **record the student's grades to date** so that the student understands where the grade is and what needs to be done in order to achieve the desired goals.
- The next step is to **review the student's notes**. Are they complete, thorough, dated, and clear? Has the student attended class regularly? Make suggestions in the recommended modification box. (You may wish to teach the Cornell Note-taking System see)
- **Discuss reading**. When are assignments due? How is the material reviewed after reading? What role does the textbook have in the study plan (primary information source, reference, source of problems, etc.)? How can the textbook be used more effectively?
- Determine **how much time** the student is allotting for this class. Given your understanding of the student's background and skill in the subject, indicate if their time use is appropriate and effective.
- Indicate the **study strategies** being used to prepare for tests. Determine if they are appropriate for the type of material being tested and the type of test given. Does this student understand where the test questions for the class come from (text, lecture, other, combination)?
- Note if you see **other issues** that will impede success (for example, an erratic work schedule, lack of understanding of the relevance of the subject, personal issues, etc.).
- Have the student **set some goals** for the course and your tutoring sessions. One should address the difficulties the student is having. For example, "I will write better essay answers." The second goal should state the grade the student is trying to achieve. Help the student set the highest goal that can realistically be achieved. If a student shoots for a B or an A and underestimates the effort and ability it will take, he/she can still achieve a respectable C. If a student shoots for a C and underestimates the effort it will take, the student may fail the course.

### Upon completion of the goal sheet:

- **Photocopy it.** This can be done in the Academic Support Office
- Turn the **copy** into the Academic Support Office after your 2<sup>nd</sup> meeting

Keep updating the original and refer to it when addressing grade and skill progress.

The Responsibility sheet and the goal sheet are the only 2 hard copy forms you need to hand in for each student. The reason they are done in this format is to maximize impact.

## FILLING OUT TUTOR RECORDS

*paper work like a pro*

Record keeping is probably the least exciting part of any job and this one is no exception **BUT...**

It is critical that this responsibility is fulfilled with great care.

- The records you submit are important. It lets us know how the student is doing and is a way for you to reflect on your process. It also gets you paid 🍌.

If you plan 15 minutes after each session to write up tutor notes and record tutoring hours, you just have to hit submit Thursday night and you are done.

**Tutortrac and the digital payroll form must be submitted every Friday by 8:00 a.m.**

- It is important for us to understand the difficulties a student is having and the causes of these difficulties. Sometimes the input of many people is required to assist students in becoming successful students. When we collaborate, results are better.
- The information is also a record of what transpires during tutoring; it is a way for me to observe your work.
- You are paid based on the records submitted. It is documentation of your efforts and of the effectiveness of the program. Timely, accurate, **annotative** records are essential.

- This documentation is entered into our data system. We use this to gather statistics and write reports reviewed by the administration of the college. These numbers are crucial to budgets, labor decisions and the validity of our program. Again timely, accurate data entry is imperative, therefore your complete attention to these details (T#'s, ID #'s, course #'s, dates, etc.) is **essential**.



See your folder for **Tutortrac** instructions.

There are also video links on Moodle with voice over screen shots to help.

Tutortrac must be completed for **every scheduled appointment**. **Whether or not you tutor students**. If you or the student cancel the appointment, it is important that you record this. This is our documentation that shows we are doing what we say we are doing. It also shows student progress. Please fill out the report immediately after each session. It is most important that these entries be done in a timely way.

## EXAMPLES OF COMMENTS EXPECTED

**Focus:** Review for test; worked on thesis

:discussed the reading; worked on practice problems using... etc.

**Explain your FOCUS/Goal for addressing the problem during the session:**

- *Provided background support*
- *Helped organize notes*
- *Supplied study tips on how to study independently for a test*
- *Developed sample questions (when appropriate)*

**Indicate the student's preparation for tutoring.**

**Student prep:** Completed reading and came with questions; completed homework but had some problems ; hadn't read etc

**Student/tutor concerns:** *Student didn't understand how to write a lab report; didn't understand professor's explanation of...*

Identify difficulty under "**concerns**": ex. Time management, Lack of background, Poor notes, Difficulty comprehending & retaining textbook information, Poor writing skills or, Difficulty with a concept. If things are going poorly, speculate why. Indicate your plan for improvement, determine what assistance will be needed, and speculate the probability of success.

**Evaluation of student progress:** *You are answering the question, How is this student doing?*

- **Always note their present status in the class.**
  - ❖ List grades received and tests, papers and/or assignments that are still available for improvement.
  - ❖ Be specific about progress. (He got a B on his paper; she scored 67 on her quiz.)

- Record what material you covered and note where the student struggled  
(We worked on the homework problems from 3.5. She had difficulty working with fractions.)  
This is a valuable planning tool for the next session.
- Comment on **Individual** performance **even when meeting with a group**.

**Brief general comments such as "He's really trying", " We worked on Chapter 12", or "She's doing better" are Not particularly helpful. Please be more elaborative and specific about the student's strengths and weaknesses.**

**Our funding and evaluation relies on accurate data. We appreciate your professional approach to this requirement.**



*What happens when a student is no longer being tutored?*

## TERMINATING A STUDENT

It is important to formally terminate a student who is not working with you.

Some students will work with you an entire semester. Other students will terminate during the semester.

**TERMINATE A STUDENT AS SOON AS YOU STOP MEETING ON A REGULAR BASIS.** You eventually will terminate every student who has been assigned to you, whether you never actually met or you met regularly all semester. This is essential for both you and the student. Please be conscientious about notifying the office regarding terminations by filling out the required form on line.

### When to terminate:

- The student fails to make the first appointment (you reached out but they never replied).
- The student doesn't need weekly assistance and will be successful with occasional use of TA's and the instructor.
- The student is not attending classes. (You can tell by the student's lack of notes.)
- The student continuously cancels without rescheduling within three days or doesn't show for appointments.  
(Usually 2 or three is cause to terminate, but you may wish to discuss a specific student with the Associate Director.)
- The student has dropped the class (Unless the student is planning to continue attending to develop background). You may continue tutoring as long as the student still attends class.

### How to terminate:

Located on your data sheet for the semester is a link to the STUDENT TERMINATION & EVALUATION of the TUTORING EXPERIENCE form. You may also find the link on Moodle.

## Steps to take if mutually agreeing to terminate:

If you and the student mutually agree to terminate, complete the **student Termination & Evaluation of the Tutoring Experience form** (google FORM) as soon as you know that you will no longer be tutoring the student.

- Mark the appropriate boxes in accordance with your feelings regarding the performance of the terminated student.
- If you have any thoughts concerning how the student may have possibly performed better in the class, write them in the box provided.
- Evaluate yourself as a tutor, and describe how you may have been more effective when tutoring the student.
- **Record both the date and reason for termination** on the bottom of the form and click submit.

## Steps to take if **NOT** mutually agreeing to terminate:

After you have made every attempt to meet with a student and the student fails to reply, you need to terminate him/her.

- Fill out the same termination/evaluation form described above (even if you have never met)
- **Also**, complete the Memo form: <https://goo.gl/forms/YF4L7elkYjm7aPBJ3>

## **Must** Terminate Student

- **Student has dropped the class**
- **Student has not set first appointment**
- **Student is not attending class (absence of notes is a clue)**
- **Student continuously cancels without**
- **Student doesn't show up for appointments (2-3)**
- **Student no longer wants to be tutored**

**EXCEPTIONS:** If the student is going to retake the class, continues going to class, and still does the reading/homework, you may continue to tutor. (This helps the student build background for the class)

In either case, when you terminate a student, remind him/her that tutoring can be requested again but the student needs to come to the Academic Support Services Office to be reassigned. Explain that they will receive a survey from Academic Support in their email. Encourage them to complete it.

Have spoken with student



**ONLY ONE FORM NEEDS TO BE FILLED OUT**  
1. Fill out yellow **TUTORING EXPERIENCE EVALUATION** form

Have **not** spoken with student



1<sup>st</sup> Fill out tutee (student) termination memo :  
This is a **memo** that will be sent to the student :



2. Also, complete the **TUTORING EXPERIENCE EVALUATION** form that you fill out for all students (data form link)

## NON Tutoring Time

Every time you work, we will pay you. Tutoring time is tracked differently than non-tutoring time. Tutoring is when you are actually working with the student (group or individual). Non-tutoring time includes conferences with staff, meetings with professors, tutoring prep record keeping and tutor training.

## Tutor Prep

We try to give you students taking the same class to minimize the amount of prep you need to do. We want you to feel prepared when you are working with students. If you tutor multiple classes (French, Econ, and Biology) it sometimes changes the amount of time you must prep. If you find that you are putting as much time prepping as you would taking the class, it probably isn't the class you should be tutoring. If you have concerns, please come in and discuss them. We have files in our office with resources compiled by other tutors that you may use. If you have materials to add, please share them with us. We also have digital files you may find useful.

## PROFESSOR CONTACT

Please meet with each professor whose class you tutor. We want professors to feel comfortable with the assistance you are giving and you need to feel confident that the suggestions you are offering are helpful. Sometimes professors change their classes or you are tutoring for a professor you haven't had. Professor communication makes you more effective and also lets the professor know that you are there to help. Professors are more apt to recommend getting a tutor when they know who will be helping and what that person will be doing with their students.

- **When you have been assigned a student, contact the professor and schedule a meeting**
- **Inform the professor that you have been assigned a student in his/her class and you would like to meet so you can give better support.**
  
- **Use this form as a guide but you may want or need to ask specific questions that are not covered.**
- **This should be a discussion not an interview or inquisition. You do not need to give the professor questions ahead of time nor should the professor be filling out this sheet. You are opening a dialogue that you may continue throughout the semester. You do not need to do one for each student you are tutoring (If you have students in the same class with the same professor, you need only meet once.)**
  
- **This sheet is in moodle. Please send the completed form to Carole Basak as an attachment.**
  
- **If you tutor the same professor/class in subsequent semester please still make contact with the professor. There may be changes in approach or feedback from last semester.**

Math professors may want to meet with you before you meet with students.



➤ Also, Forms are on the Academic Support Website Tutor's Corner under FORMS

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### CONTACT WITH THE PROFESSOR

Tutor: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_ Professor: \_\_\_\_\_

- Expectations of student for the class: (this could be anything... format of work, best way to communicate with prof, way research is conducted, attendance, etc).
- Resources available to student (on-line, practice tests, etc)/ any resources for tutor to be aware of) Study strategies recommended for class/

Tips for success in the course:

With what do you see students typically struggle?

What format do you use for tests? Do students keep their tests? If not could the student and I meet in your office to review problems?

Do you hand tests back? If not, could the student and I review a test in your office or the TA room?

As a tutor, what would you like me to stress? Are there things you do not want me to do?

If I have further questions, what is the best way to contact you and when are you available [office hours].

[If you are not familiar with this professor, you may want to discuss how the course is structured and/or what is emphasized.]

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## COMMUNICATION

In this position there are several ways we communicate.

- E-mail: you will be on a tutor list-serve (if you choose to reply, please **do not hit REPLY** because then your message goes to everyone).
- Shared google docs ( please check these because it may inform you of a new tutee)
- Moodle: check for new information & resources
- Google calendar: Always reply to invitations for training and/or meetings. Also, use this when scheduling tutoring appointments.
- Google folder: It will have information pertaining to your students, your certification and forms. Individual & group meetings to help solve problems, offer support, and training.

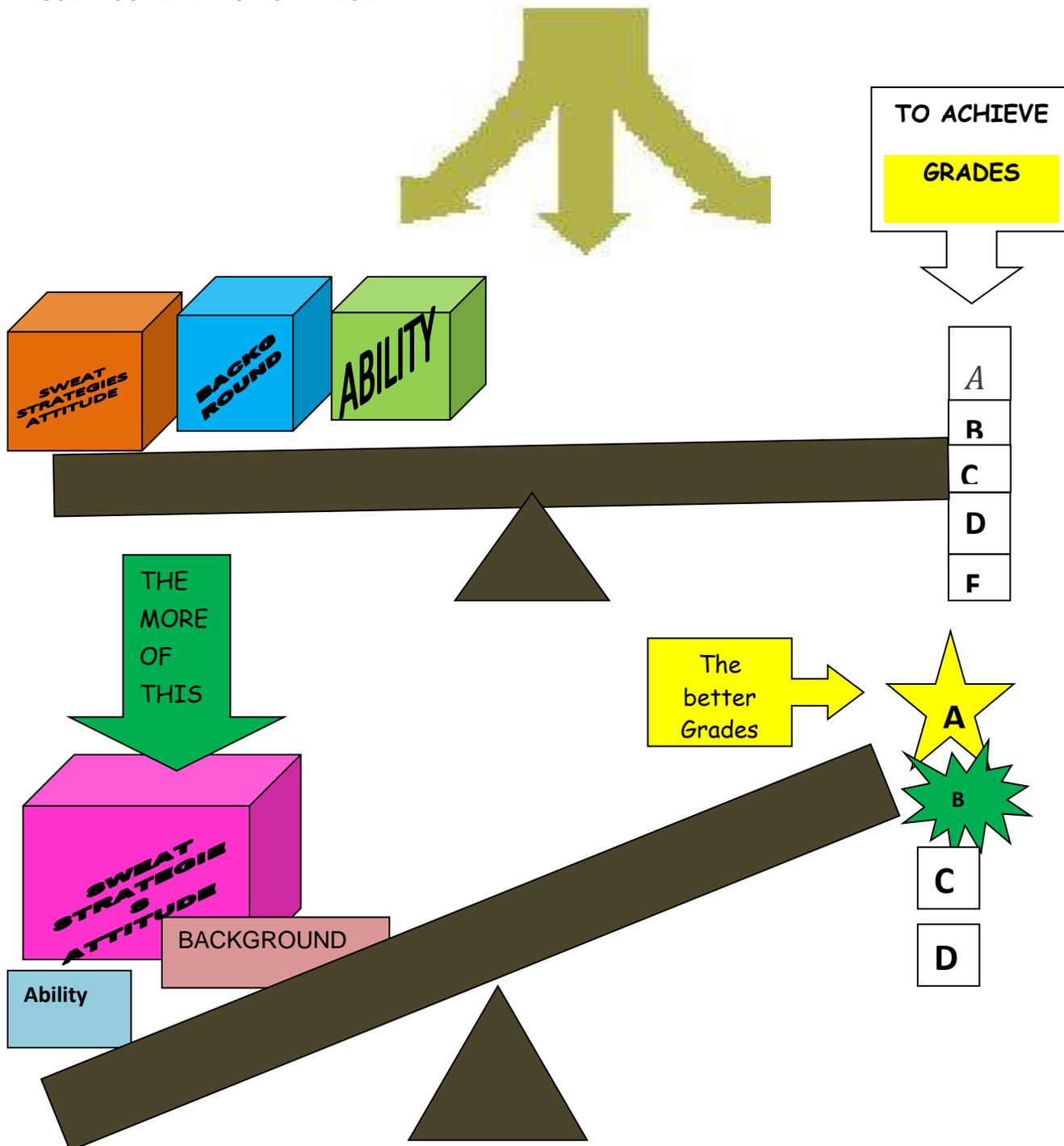
Because we do not have a central location for tutoring, it is important to maintain good communication. If you have questions or concerns, please come in and chat. Please respond to invitations and emails even if the answer is no. We appreciate your professional approach to this position. If you have concerns about an assignment or would like additional strategies, please come talk to us.

## The Tutoring Process

Students seek tutoring when they do not achieve the grades hoped for in a particular class. A student's grade is the result of several variables: ability, background, effort, and attitude executed with strategies. **Ability** affects the ease with which a person learns information; it is a variable neither the student nor the tutor can control. **Background** may be improved by working with a tutor and using supplementary material, but limited time usually does not allow for major changes. The only variables that may be enhanced to affect performance are **sweat** (effort) and **strategies**

## It's all about Balance

USE A COMBINATION OF THESE:





Your goal when tutoring is to help your student become a more efficient, effective learner as your help clarify concepts and teach strategies. You can help the student by sharing with them that they are in charge of their learning. You will work together to help them determine the strategies that work for them and how to most effectively implement them.



**Sweat** is effort. This is time management and perseverance combined with study strategies help students to master a particular subject. The configuration of these elements in college will most probably be very different than it was in high school. It is important that the students you work with understand this.



**Attitude** May be the most challenging aspect to address. You are tutoring a subject you enjoy and have done well. The students you work with may feel differently. Your enthusiasm and positive attitude toward the possibility of their success will help with this. You are teaching the culture we want them to practice so they don't make assumptions that will cause them to fail. It must be emphasized in an ongoing way to help students understand that the culture of college is different from high school. They need to be stated and then integrated into every discussion about strategies and skills. You are teaching the culture we want them to practice so they don't make assumptions that will cause them to fail.

*Marketing gurus say a message has to be heard at least 3x to be remembered. So as you are touching on these ideas, think about how you will bring them back into the conversation over time.*

### Try This:

**First tell:** Inform students in a friendly way that academic life is a bit different from what they are used to in high school. The differences are subtle so it is easy to make rookie mistakes. If you can think of anecdotes... real life good or bad experiences to illustrate, so it won't sound so preachy.

**2<sup>nd</sup> repeat/refer back:** When discussing other points, other strategies and or skills, mention these talking points as if they were common knowledge.

**3<sup>rd</sup> apply:** Give students situations to discuss where they can offer these points as solutions as part of the **RESULTS BASED TUTORING** solution. Once your group has started to do that, you will know they have **heard** you!

You as a tutor you will teach strategies for success in particular classes. The **Goal Sheet** should help diagnose areas that strategies would be beneficial to develop. Tutoring aims to achieve long-term outcomes. From a strategies perspective we must consider at least three domains when measuring outcomes of the educational experience for our students:

- a. the student's overall knowledge base
- b. the student's ability to process information effectively
- c. the student's demonstration of appropriate academic skill

## Enhanced Knowledge Base

Your first indicator of successful tutoring is of course how the student is performing in class.

- Is the student receiving a grade of C or better?
- You also must be concerned with the student acquiring knowledge. Is the material being covered actually becoming part of the student's knowledge base? Has the student learned it or merely memorized enough to get through?
- The goal is to tutor in a way that the student's overall knowledge base is increased. Memorization without understanding must be avoided.

## Good Information Processing

Students must be good information processors when called upon to independently deal with curriculum content.

The following characteristics should be included in the model of a good information processor:

- knows a large number of useful learning strategies
- understands when, where, and why these strategies are important
- selects and monitors wisely, and is extremely reflective and prepared
- adheres to an incremental view regarding the growth of mind
- believes in carefully deployed effort
- is intrinsically motivated
- does not fear failure - is not anxious about tests but sees them as learning opportunities
- knows a great deal about many topics and can retrieve that knowledge quickly

Pressley, Borkowski, and Schneider (1990)



**As a tutor, your goal is to assist each student to acquire as many of these characteristics as possible.**

- Assess the effectiveness of the student's notes, time management, reading strategies, writing style, and test preparation
- Assist the student in identifying skills that need to be strengthened
- Develop a plan for the student to acquire the needed skills
- Organize tutoring sessions to implement the plan
- Evaluate your plan and your effectiveness frequently
- When something isn't working, change it
- Be encouraging and point out **improvement**

**When you read this for the first time, it may seem difficult. You may be surprised with the ease you experience with this process.**

## GENERAL TUTORIAL STRATEGIES

1. Help the student identify the area or areas he or she needs to work on.
2. Clarify concepts and processes
3. Assist the student to develop independent study techniques (teach the student how to review and/or prepare for a test). The student needs to know what to do when you aren't there.
4. Focus on teaching skills/strategies within the context of current course work.
5. Address primary and secondary learning needs (e.g., course content plus spelling and grammar or background math concepts).
6. Use problems similar to those in the homework but **do not use the homework**.
7. Explain the process you use to arrive at an answer. *Ask the student to explain the process he/she used to arrive at an answer. Have the student take notes.*
8. Preview previous skills or concepts prior to introduction of new skills or concepts.
9. Use Socratic questioning to help the student articulate The **WHY** (why they are using a certain process, why something happened, why the statement supports their thesis etc.)
10. End the tutoring session with the student summarizing what he/she has learned.
11. Remember the student's strengths and utilize these strengths to compensate for weaknesses.
12. Take notes so **you** know what you need to review next time. Also, have the student take notes so they have something to review when studying independently.

## THE JOB & YOU!

We believe tutoring is a job that can really make a difference. Tutors truly impact the academic experience of the students they work with. We want you to realize that this employment is a pre-professional experience. In addition to helping others, you will hone skills and competencies you will need after graduation. Your liberal arts education and real work experience should give them engaging and targeted experiences that prepare you for the challenges of the 21<sup>st</sup> century.

Employers have been surveyed extensively about what they want and need from new graduates entering the workforce.

We want you to be aware of these adaptive skills as well as content proficiencies expected so that they position themselves well when they leave St. Norbert College. In addition, we hope you share this mindset with the students you work with to help them engage more fully in the tutoring process. This will give both tutors and tutees a value added experience.

Employers are not finding degrees and certificates as useful when selecting good employees. They don't want someone who just *punched his ticket* (took the right courses, spent x number of hours doing it), they want people who can demonstrate competency. There are essential adaptive skills that combine to make an employee successful. If an applicant can speak to real life working situations

where he or she demonstrated these skills and speak to how they developed them, they are at an advantage. We encourage you to be intentional about recognizing these skills, noting experiences and/or training that made them more proficient in a specific area, as well as pursuing opportunities to develop new skills. We offer professional development with regular training. This will add to your arsenal of skills and give you resume enhancing opportunities.



As an academic tutor at St. Norbert College, it is important to this program that you work to become certified by the **College Reading and Learning Association**. Our program can only be certified if most of our tutors participate in training. It is also important to your development as an academic tutor. Research indicates that students who work with trained tutors are more successful.

As a program, our chief objective is to assist fellow members of our college community as they strive for academic improvement. As an academic tutor, you have a responsibility to help foster the growth of their skills and knowledge. Becoming certified acknowledges your ability as a tutor to employ a wide range of strategies in a number of different situations, which more often, then not provides for a successful tutorial experience.

**Purpose:** The purpose of this program is twofold.

- First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, the CRLA. This certification is nationally recognized. Many tutors include their certification on resumes and graduate school applications because the standards are nationally recognized. Certified tutors are paid at a higher rate. Pay rate can only be adjusted at the beginning of each academic year.
- Second, its certification process sets a standard of skills and training for tutors. Tutors who complete this training tend to have a broader set of skills and a higher level of confidence in the tutoring setting.

### **Your Certification**

- You must complete the handbook review, 10 modules of training and 25 hours of tutoring to receive **Level I certification**. When you are hired, you will have already completed 2 modules.
- **Level 2 Certification** includes a project, 8 training modules and an additional 25 hours of tutoring.
- Training can be satisfied several different ways group, individual, or video. If training times are not fitting your schedule, you may make individual appointments for most training. Sometimes other classes or workshops can be substituted for specific modules.

A list of modules is posted on moodle and will be in your google folder.

## BADGES

As a tutor, you will have the opportunity to earn badges. This is in addition to Certification. Badges recognize that learning happens everywhere. This will give you a way to be recognized for skills and achievements that you gain outside of the classroom. Mozilla's Open Badges project is structured to make it easy for you to earn, and display badges that give recognition of 21st century skills that may be useful in future careers and educational opportunities. The account you collect this in will be yours and you can maintain it after you leave St. Norbert College.

You may earn and collect badges from other trainings and experiences throughout your life. You may choose to share this recognition of your competencies with potential employers through Linked in and other social media.

## HOW TO CREATE MOZILLA BADGES BACKPACK

Step 1: Go to <http://backpack.openbadges.org>

Step 2: Click on tab for creating new user

Step 3: enter personal e-mail address

Step 4: Create password

Step 5: Confirm your e-mail by opening the email from Mozilla to you

Step 6: Manage your account!!! ENJOY!



**Certified Tutor Level I**



Completion of 10 modules of intensive training has provided skills in the instruction of time management, study strategies, goal setting and specific content presentation. The tutor is aware of effective crosscultural communication and discipline specific skills needed for assignments. Practice in applying these competencies was developed through practicum hours and a significant number of hours tutoring. The tutor has demonstrated the ability to develop an effective tutoring schedule, monitor the progress of clients and maintain accurate records. The St. Norbert College Tutoring Program is certified through College Reading & Learning Association's International Tutor Training Program Certification (ITTPC).



## ST NORBERT COLLEGE TUTOR LEVEL 2



This tutor has successfully achieved Level 2 certification through St. Norbert College. St. Norbert College's academic tutoring program is certified through the International Tutor Program Certification issued by the College Reading and Learning Association. The tutor has completed an independent project designed to improve tutoring services at St. Norbert College. The tutor has also completed eight modules of training designed to further hone tutoring skills by improving the tutor's ability to identify issues impeding student success, increase the tutor's ability to present strategies in a manner students will implement them, and by taking a leadership role in tutor training. The tutor has applied the expertise enhanced by advanced training by tutoring at least 25 hours since achieving Level 1 certification.

### **Bronze Medal Tutoring Hours Badge**

The tutor has had at least 50 hours of student contact utilizing skills developed through tutor training. The tutor has demonstrated the ability to develop an effective tutoring schedule, monitor the progress of clients and maintain accurate records. The St. Norbert College Tutoring Program is certified through College Reading & Learning Association's International Tutor Training Program Certification (ITTPC).

### **Silver Medal Tutoring Hours Badge**

The tutor has had at least 100 hours of student contact utilizing skills developed through tutor training. The tutor has demonstrated the ability to develop an effective tutoring schedule, monitor the progress of clients and maintain accurate records. The St. Norbert College Tutoring Program is certified through College Reading and Learning Association's International Tutor Training Program Certification (ITTPC).

### **Gold Medal Tutoring Hours Badge**

The tutor has had at least 150 hours of student contact utilizing skills developed through tutor training. The tutor has demonstrated the ability to develop an effective tutoring schedule, monitor the progress of clients and maintain accurate records. The St. Norbert College Tutoring Program is certified through College Reading & Learning Association's International Tutor Training Program Certification (ITTPC).

Certified tutors also receive a pin to wear on their gown when graduating.

