

**Learning Resource Center
Level 1 Tutor Training Workshop
Instructor's Guide**

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By

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Acknowledgements

This instructor guide is based on content national guidelines provided by the Association for the Tutoring Profession, www.atp.org. In addition, materials from outside sources are used to supplement this guide, as noted.

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Objectives for Tutor Training

- Differentiate between the roles of peer tutor, peer SI facilitator, and instructor
- Be committed to the ATP Code of Ethics
- Be familiar with the Tutoring Cycle Questions for tutoring individuals
- Describe the importance of silence and student verbalization
- State the LRC mission
- List the programs and services offered by the LRC
- Set up TutorTrac, log in and out for work, and help students log in and out during sessions
- Describe the structure and purpose of the Accounting I Peer-Led Study sessions
- Give examples of open-ended questions
- Discuss how to solve common difficult situations presented in ATP scenarios
- Identify the structures that encourage participation.
- Identify ten communication skills that are important to group tutoring.
- Identify ways to provide structure for learning in a group session.
- Identify ways to help students become independent learners.
- Demonstrate appropriate use of the 12-step model and basic questioning skills in role-plays.

Classroom Environment

- Classroom with media cart and table for discussion for five people
- LRC computers for participants to work independently in Blackboard, Kurzweil, and SkillsBank, and Rosetta Stone , as needed

Materials

Pre-Reading (send 3 – 4 weeks ahead)

- *ATP Tutoring Roles and Responsibilities*, PowerPoint by Arlene Krellwitz and Jane Pole, (2006). ATP Online Workshop: Tutor Communication, Ethics, and Roles. (Krellwitz, 2007)
- *ATP Tutor Code of Ethics*, PowerPoint by Darlene Buck, (2006). ATP Online Workshop: Tutor Communication, Ethics, and Roles. (Buck, 2007)
- *LRC Policy Manual* (Holly Genser, 2009)
- *LRC Information Sheet* (Holly Genser, 2009)
- *LRC Disability Services Information Sheet* (Holly Genser, 2009)
- Workshop Objectives
- Training days

Other Handouts

- Agenda
- Sign-in Sheet for proof of attendance for certification
- Sign-Up Sheets for Accounting Peer-Led Study sessions
- List of Classes to sign up for promotional talks
- Pens
- Participant Guides & folders
- Pre- and Post-Quizzes
- Evaluation Sheets

Before the Workshop

- Reserve rooms
- Set up lunches with Cafeteria
- Check with IT where software is installed
- Copy the handouts for class
- Practice in the rooms and check all equipment

In-Class Materials

- (A Look at Productive Tutoring Techniques Millennium Edition, 2002) DVD
- (Valkenburg, Issues in Ethics, 2007)
- *Writing Across Borders* DVD (Robertson, 2005) (Writing tutors only)
- Pre-Reading Quiz
- Post-Training Quiz
- *Tutoring Cycle Questions* (Genser H. &., 2007)
- *LRC Tutoring Policy Manual* (Genser H. , LRC Policy Manual, 2009)
- *Level 1 Tutor Training Student Guide* (Holly Genser, 2009)
- Slips of paper with student roles for role plays (Holly Genser, 2009)

Agenda

(Total 10.75 hrs + 2 hours observation & 1 hr scenarios)

When	Pre-Reading Topics	Hours
Due the first day of training	<ul style="list-style-type: none"> • ATP Tutor Roles, Responsibilities, and Ethics (includes Tutor Do's and Don'ts) (PowerPoints on Blackboard: LRC→ Tutor Area) • Learning Resource Center Mission and Vision (LRC Policy Manual) • LRC Programs & Services (from Info Sheets in LRC Policy Manual) • Tutor Evaluation Form (in LRC Policy Manual) • LRC Organization Chart, Tutor Position Descriptions, and LRC Policies (LRC Policy Manual) 	2 hours
Pre-Work TOTAL		2 hrs

Day 1 Time	Topics	Hours
9:00-9:15	<ul style="list-style-type: none"> • Introductions 	¼ hour
9:15 – 10:15	<ul style="list-style-type: none"> • Evaluation • TutorTrac • Tutor Schedule & Peer-Led Study Group Promotion 	½ hour ½ hour
10:15 – 10:45	<ul style="list-style-type: none"> • Quiz followed by discussion of answers on : <ul style="list-style-type: none"> ○ Tutor Roles, Responsibilities, and Ethics ○ Learning Resource Center Mission and Vision ○ LRC Programs & Services 	½ hour
	<ul style="list-style-type: none"> • LRC Policy Manual 	¼ hour
11:00 – 12:00	<ul style="list-style-type: none"> • General Tutoring Guidelines & Tutoring Questions 	1 hour
Day 1 TOTAL		3 hrs

Day 2 Time	Topics	Hours
10:00 – 11:00	<ul style="list-style-type: none"> • Tutoring Techniques for Individuals (referring to N. Carolina State (NCS) DVD sections) <ul style="list-style-type: none"> ○ Positive Reinforcement ○ Partial Reinforcement ○ Listening Skills ○ Student Verbalization ○ Building on Students' Ideas 	1 hour
11:00-11:30	<ul style="list-style-type: none"> • Helping Students Become Independent Learners (referring to NCS DVD) 	½ hour
11:30-12:15	45 min Lunch in Cafeteria	
12:15-1:30	<ul style="list-style-type: none"> • Role Plays 	1.25 hours
1:30-1:45	15 min Break	
1:45- 2:15	<ul style="list-style-type: none"> • How to Actively Study (own PowerPoints) 	½ hour
2:15-2:30	<ul style="list-style-type: none"> • Quiz followed by discussion of answers 	¼ hour
2:30-2:45	<ul style="list-style-type: none"> • Evaluation of program 	¼ hour
Day 2 TOTAL		3.75 hrs

When	Lab Observations & Practice & Feedback	Hours
First day of work	Students work in Writing, Math, or Accounting Lab with a Level II Professional Tutor	2 hours

Follow-up	Topics	Hours
Friday, Date 10:30-11:30 am	Issues and Scenarios (ATP course and local)	½ hour
Friday, Date 10:30-11:30 am	Issues and Scenarios (ATP course and local)	½ hour
Other Friday Meetings	<ul style="list-style-type: none"> • To Be Determined by Director and Staff 	½ hour each

Introductions (15 min)

Participants introduce themselves:

- What is your name?
- What do you tutor?
- What do you hope to get out of this session? (List questions on board and list answers)
- Share two hobbies or interests.

Review Tutor Training Schedule.

Review locations of restrooms ...

Review Objectives

Say that we will discuss the policies and how to implement them. Please share and discuss your ideas

This is an interactive workshop. We will use many learning methods, including videos, PowerPoints, discussion, and problem solving. The workshop requires your active participation to be successful.

Questions?

Note: Answers to questions instructor asks participants are in italics below the question, where applicable.

Policies (30 min)

Review Mission of LRC Tutoring Program in the LRC Tutoring Policy Manual (Genser H. , LRC Policy Manual, 2009)

Program Evaluation

1. Ask participants: What is program evaluation? Why it is important?

Money, certification, expansion, determine to what extent students are being helped to become better learners and succeed in college, determine the extent to which LRC programs [tutoring, student success] help improve student grades and retention

Tutor Evaluation

Why do we need to evaluate tutors?

CRLA and ATP certifications, feedback for improvement of individuals and program

TutorTrac and Evaluation

1. Tell participants that TutorTrac allows us to keep many records and generate detailed reports.
2. Have participants list reasons for the importance of collecting student data, including time in and out, demographics, major, reason for visit, and comments.
 - a. *Best times for labs, who uses labs [find out why], time in labs and number of visits to see how affects grades in classes, student comments*
 - b. *Money for the program, number of hours needed, number of tutors needed...*
 - c. *Attendance credit for Peer-Led Study labs*

Say:

YOU MUST WATCH STUDENTS COMING AND GOING TO BE SURE THAT THEY SIGN IN and Out! DON'T WORRY IF THE LAB SPECIALIST IS AT THE BOARD.

Review LRC Policy Manual (Genser H. , LRC Policy Manual, 2009)

Sign Confidentiality Statement and Computer Policy and Pay Policy Statements.