

Tutor Manual



The Tutoring Center Cañada College

(650) 306-3348 (Main)
(650) 306-3104 (Rita Sabbadini)
(650) 306-3459 (Susan Traynor)
(650) 306-3437 (Frank Austin)

<http://canadacollege.edu/student/lrngctr/index.html>

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Introduction

Welcome to the Cañada College Tutoring Center and your position as a tutor. I am pleased to have you as a tutor. Your immediate supervisors are Frank Austin, Rita Sabbadini and Susan Traynor, otherwise referred to in this document as staff. This manual has been created to help you in making your time as a tutor a rewarding and productive one. It explains the tutoring philosophy and approaches, expectations, procedures, paperwork, trainings, CRLA certification, and will get you started on your career as a Learning Center tutor.

I hope tutoring is an enriching experience and that it helps you form deep bonds not only with your students, but also with your fellow tutors. Tutoring not only offers you extra income and instructional experience, but it also shows future employers your dedication to helping fellow students academically, as well as demonstrating your dedication to academic excellence.

Tutoring is a challenging experience for both the new and experienced tutor. You will encounter students with varying academic abilities. Some will be eager to receive your help; others will be reluctant. At times, students will decide not to continue tutoring while others will want to be tutored more than you are able to tutor them. Despite these challenges the rewards of tutoring are numerous. Here are a few: (1) garner confidence in yourself as a student and a person, (2) benefit in your own classes by reviewing basics with your students, (3) learn to engage and adjust to different learning styles, (4) gain some insight into the work world, and (5) interact with many different people.

Our roles as tutors are multifaceted. We are the bridge between students and faculty members. We sometimes feel stuck in the middle and aim to please both student and instructor. As a tutor, you must **remember that it is your job to do what you can for your students in order for them to become confident, independent learners. Your role is to aid in the improvement of academic excellence at Cañada College. Most important is that you are providing a vital service in the learning process, and for this you should be proud.**

This manual is a resource that explains what we do, how we do it, and why we do things in a particular way. If you ever have any questions, comments, gripes, or suggestions, do not hesitate to make contact with me in person, by phone (306-3104), or by e-mail (sabbadini@smccd.edu). I consider you a vital addition to the tutoring services offered at the Learning Center. I offer my best wishes to you in your work.

Rita Sabbadini, MS.Ed.

Portions of this manual were inspired by articles, books, and documents generated by Mark E. Smith, Rachel S. Hoover, Dr. Phoebe Wiley, and other individuals.

Mission Statement and Goals

The Cañada College Tutorial Center works with all instructional divisions and collaborates with other academic assistance programs and Student Services to identify strategies that will assist in the success and retention of students in the basic skills, workforce, and transfer areas. We provide a welcoming environment to Cañada's diverse student body and utilize a variety of tutoring techniques tailored to each student's individual learning style.

Goals

- To inspire students to become confident, independent learners
- To provide a positive and professional environment for learning
- To hire, train, and retain CRLA certified tutors
- To be a vital extension of and partner with other campus departments
- To expand campus awareness of the Center and its services
- To develop and share expertise with on-campus constituents

Cañada College Learning Center Peer Tutor Job Description

Qualifications

To be a tutor, you must satisfy all of the following:

- be a student enrolled in at least 6 units at any College
- have a valid Social Security Card and driver's license or California picture ID
- have at least a 3.0 GPA in the course(s) you wish to tutor
- receive an instructor's recommendation to tutor in a particular subject area
- pass an informal interview with the Learning Center staff
- enroll in and successfully complete LCTR 100, Effective Tutoring
- be able to communicate effectively with students from diverse backgrounds
- who have a wide range of abilities

Employment Paperwork

- Complete the SMCCCD employment packet.
- Complete the Learning Center Tutor Application with instructor recommendation.
- Bring the completed paperwork to Rita or Frank along with your picture ID and Social Security card for photocopying.

Responsibilities

As a tutor you must:

- commit to a regular weekly schedule (for appointments, drop-in, in class or online as assigned by staff)
- maintain high standards in your work as a tutor
- check your schedule daily for tutoring appointments
- be responsible and reliable about keeping your appointments
- call the Learning Center if you will be late or absent--- 306-3348, 306-3459, or 306-3437
- keep accurate records of your time, and file daily reports on your tutoring sessions
- electronically submit your time sheet at the end of each month

Timesheets and Pay

Tutors are paid \$10.00 per hour for a *maximum* of 20 hours per week.

To get paid, you must:

- electronically submit the hours you worked on WebSmart before the end of each month, and keep your updated **paper timesheet** in your mailbox
- on your timesheet, use decimal system: 15 mins=.25 hour, 30 mins=.50 hour
- pick up your paycheck at the Business Office on the 15th of the following month

Tutor mail boxes:

Check your mailbox daily for notices, etc.

Keep your timesheet in your tutor mailbox.

E-Mail:

Check your e-mail daily for messages from the Learning Center. In general we attempt to use the college supplied email (my.smccd.edu) so we suggest you forward that email to your personal email account. We do not send text messages.

Tracking Tutee Hours and Location of tutoring

- Make sure your tutees fill out the blue Tutoring Authorization **before** the first session.
- Record your individual appointment-based student contacts on the **ivory** time record form
- Record your group and drop-in student contacts on the **salmon or lilac** time record form.
- For Non-Math subjects, make sure you fill out and file **Tutoring Session Reports** (pink forms) for each session.
- Depending on tutoring resources, tutees may receive up to two hours of tutoring for each subject per week. If a tutee is exceeding this, immediately contact a staff member.
- Unless pre-arranged and approved, all tutoring should be conducted in the Learning Center.
- Off campus sessions are not allowed.

Feedback and Evaluation

- You will be periodically observed and formally evaluated by the staff.
- You will be given a self-evaluation form to complete.
- Tutees will be given evaluation forms on which they may include information about individual tutors.

Disciplinary Action

To maintain high standards for tutoring, you will be dismissed from your tutoring position after two warnings for the following:

- Being rude to students
- Missing appointments
- Doing students' work for them
- Not calling in if sick or late

Tutor Hiring Kit

A TUTOR IS A PROFESSIONAL!

THIS MEANS:

- 1. AN APPOINTMENT IS A COMMITMENT**
- 2. CHECK FOR APPOINTMENTS EVERY DAY**
- 3. SHOW UP ON TIME**
- 4. IF YOU CAN'T MAKE AN APPOINTMENT OR WILL BE LATE, call the front desk, 650-306-3348 or Frank's cell, 650-740-6193 ASAP. PUT THESE NUMBERS IN YOUR CELL PHONE.**

If you are reading this manual, you have already filled out your hiring packet and still need to do the following:

- **Enroll in LCTR 100 Effective Tutoring (CRN 92738)**

Either enroll through WebSmart or, if the add period has passed, we will enroll you at the first class.

Fri Sept 16, 3:35-6:00pm

Fri Sept 23, 3:35-6:00pm

Fri Sept 30, 3:35-6:00pm

- **Get Your Photo Taken**

See Susan Traynor as soon as possible so she can take your photo. The photo is used for posting at the Learning Center and on the Learning Center's Web site, so students can identify you.

- **Receive an orientation regarding tutor paperwork.**

Susan or Frank will give you this orientation depending upon what subject(s) you are tutoring in.

Expectations of Tutors

As an employee, you represent the Tutoring Center in terms of work ethic, image, and upholding a level of professionalism and academic standards. You are a student, but also a member of the Learning Center's professional staff. This is an important role that you should take seriously.

Professionalism

As with any job, employers expect employees to be timely, dedicated, mature, courteous, and take an active role in the operations of the business. Being a tutor for the Center is no different. **Tutors should make every effort—no matter what a day presents—to be professional and continue the work of tutoring that needs to be accomplished.**

Ethics

Tutors are expected to maintain a high level of ethics. This encompasses being honest with students with whom you are tutoring, keeping issues discussed during sessions private, and not doing homework, etc. for students. Speaking negatively about instructors with students will not be tolerated. **Remember: tutors are a neutral party.**

Evaluations

Although you may be casually observed by Learning Center staff throughout the semester, you will be formally evaluated by Learning Center staff once during each semester. These evaluations are meant to be supportive and constructive.

Keeping Appointments

- **by SARS:** Once you have established a weekly appointment schedule, you are expected to maintain that schedule, just as you would for any other employment.
 - **How do you check for appointments?** Go to this website:

<http://esars.smccd.edu/counselorsgrid>

You can check this website from any computer. For both User Name and Password, most tutors will just type in their last name. Once you have done that, you will be able to see, one day at a time, which of your appointments have been booked, up to 2 weeks into the future. You will also see the student's name, G#, and usually which class they need tutoring in. We recommend checking the website between 7 and 8pm every evening, to see what appointments have been scheduled for the next day.

- Temporary adjustments in your appointment schedule can be made if you need to be out for studying, appointments, etc.
 - Permanent adjustments to your schedule can be made as well but you will need to consider how this will impact the next two weeks as you are booked for two weeks in advance.
 - If it is necessary to change your schedule for any reason, notification must be done with at least 24 hours advance notice and you must notify Susan, Frank, or Rita.
 - **If you can't make an appointment** for any reason, you **must** notify, (650) 306-3348, the Center as soon as possible so the tutee can be notified.
- **by Email:** If you wish to have students email you to set up an appointment, it must be done via the my.smccd.edu email. Arranging appointments by email must be approved by Rita, Susan or Frank prior to entering into that method of obtaining appointments. It is

your responsibility to arrange the day and time of the appointment. All appointments will be held at the Learning Center.

- **If you can't make an appointment** that has been created by the email method, it is **your responsibility** to notify the tutee. The Center has no way of knowing when or with whom you have scheduled an appointment.

Keeping Records

You will also be working with several forms during your employment as a tutor:

- **Student Contact Sheet**: This must be completed for every appointment. **You must be thorough and accurate for every entry.** If the student does not know the course, refer to the Class Schedule.
 - What color is a Student Contact Sheet? It depends. If the student contact was an appointment, then the Student Contact Sheet is **Ivory**. If the student contact was Drop-in or a Study Group, then the Student Contact Sheet is either **Salmon** or **Lilac**, depending on availability. The Ivory contact sheet doubles as your timesheet so your time and individual appointments are recorded on this color sheet.
 - **Individual Appointments**: Appointments you keep with tutees on a one to one basis are recorded on the Ivory sheet.
 - **Drop-in Tutors/Study Group Tutors**: If you are a Drop-in Tutor or Study Group Tutor, here is how you keep your records: You enter your hours worked on an Ivory Sheet, and the student contacts on a Salmon or Lilac Sheet. If this is confusing, ask Susan or Frank for help.
 - **No Shows**: If a student has not arrived by 10 minutes past the appointment time, you may claim .25 hour. Please indicate this on the Ivory Sheet.
 - **Keep It/Them in Your Mailbox**: These forms must be kept in your mailbox at all times, except while you are actually updating them.
- **LCTR 698 Tutor Authorization Form (Blue)**: All students who receive tutoring must have a signed form on file. You must make sure that every student you tutor has completed a Blue Form. For non-math Tutors, you can check the binders and Tutee folders outside Susan & Frank's office to see who has completed a Blue Form. There is a small green binder in the Math Lab, and a small blue binder outside Susan & Frank's office; these binders contain a list of all students who have completed a Blue Form, which is updated every couple of days. Every time you get a new tutee, you should **make absolutely sure** the tutee has already completed a Blue Form, or have them fill out a new Blue Form before the tutoring session starts. This applies whether the tutoring session is an appointment or drop-in, individual or group.
 - Tutees who receive tutoring for all subjects except math need to have a folder with an outcome session form (pink) filled out as well. See Susan for details on creating the folder.
 - Tutees who receive tutoring for math need only to have the blue form filled out.

New Blue Forms (and folder if appropriate) must be dropped into the basket in Susan and Frank's office. Do not leave these forms in your mailbox.

- **Tutoring Session Report (Pink)**: This should be completed after each session (except for Math). You only need to write a sentence or two about the session, and subsequent next steps **and** you must fill out the two questions regarding whether the student understood, somewhat understood, or was unable to understand the assignment.

Report Tutee's Attendance

For every appointment, we need to record whether the student shows up or does not show up. The way we do that is on the log-in computers. You go to the computer and do the following:

1. Hold down the ALT key and hit S.
2. In the dialog box, for the password, type TRAKER, then OK. You will then see an almost blank screen. Double-click on the blue square "SARSGrid" icon on the far left.
3. A dialog box will appear. Type in your User name and Password, hit "Continue".
4. Select "My Grid".
5. The next screen shows your tutoring appointments that day.
6. Double-click on the particular appointment.
7. You will see a dialog box with the name and other information of your tutee. Click on the "Attended" button.
8. The next dialog box lets you select whether the student showed (Yes) or did not show (No). Then hit Save.
9. Then you can Close or Exit any remaining dialog box or screen until you are back to the blank screen. Then double-click on the yellow square "SARS Trak Enter" icon on the far left, and then on the next dialog box "Learning Center" should already be highlighted. Just select Continue, and the main gray screen should reappear, and you're done!

Timesheets

All time is reported through Web Time Entry, and you will get a personal orientation by Rita, Susan or Frank once you are in the WebSmart system. We encourage you to enter your hours daily or weekly; do not wait for the last day of the month. If you have forgotten how to access your timesheet, log on to WebSmart, select the Employee tab at the top, and select Timesheet. You will see a screen that shows every day of the month. Click on each day you worked, one at a time, then type in how many hours you worked on that day. Never enter time on any shift other than shift 1 (the default). Then hit the "Save" button. *No later than the last day of the month*, hit the "Submit for Approval" button.

- Never enter hours on a holiday, Saturday or Sunday, even if you worked on one of those days. In that case, enter those hours on a different day.
- Never enter more than 7.5 hours in any day, or more than 20 hours in any week.
- Never change the shift entry; it should always be shift 1, even if it is the second or third time you are working that day.

Very important: *The number of hours you enter in WebSmart must match the number of hours in your Ivory Sheet! Which also means that if you don't submit your Ivory Sheet on time, your WebSmart time entry won't be approved and you won't get paid.*

In your mailbox, you will find a detailed schedule of deadlines for entering your time in WebSmart and when your paychecks will be available for pickup. Although you will get up to two reminders about completing and submitting, **you are ultimately responsible, and failure to submit means you will not get paid that month for your hours.**

Pick Up Your Paycheck! (If you don't have direct deposit)

On the 15th of every month (or the weekday before if the 15th falls on a weekend), go to the Cashier's Office on the First Floor of Building 9 and pick up your check. You will need identification such as your CA ID or your student ID.

Tutoring Philosophy

A tutoring philosophy and what type of approach you need to take with a student to make a session successful are things that you **will develop over time through experience and engaging a variety of learning styles**. On the most general of levels, a tutoring philosophy is comprised of the following:

As a tutor, you are a bridge between the student and the instructor; therefore, the responsibility should be taken seriously.

Although you became a tutor because of your knowledge in a particular subject area, often the most important things you can share with students are study strategies: time management, textbook reading, how to prepare for a test, organizational skills, etc.

Be a mentor. Students who seek tutoring are sometimes vulnerable or feel stupid because they need academic assistance; do your best to keep this in mind and relate some of your own challenging personal experiences as a way to "break the ice."

Encourage your students to come prepared for each session (course text, syllabus, and study guide, if applicable).

Be patient and understanding.

Be a good listener.

Praise your students when they grasp a concept or do well on a quiz or exam.

Approaches

For two reasons, most students begin to tutor before tutor training, and of course, they are very apprehensive. First, we need as many students on board before we begin LCTR 100, and tutoring begins before we usually have a good number of new tutors. Second, if you have had a tutoring session prior to LCTR 100, it makes everything in the training more relevant. To get you thinking about what you will be doing, however, here are two of the most well-known tutoring approaches that you may want to try. **It will take a while to feel comfortable and become effective utilizing them.** Sometimes you can even blend aspects of several approaches, or develop your own 😊

- **Socratic Method**

You tutor by asking questions rather than just giving instructions. Socratic dialogs are active discussions between the tutor and a student that require the student to formulate and express his/her thoughts. This interactive exchange requires a student to become

involved. Any passive or defeatist behaviors are put aside with this one-on-one attention and immediate feedback.

- **Minimalist Method**

This method requires students to solve their own problems under the supervision of a tutor who acts as a coach, a more experienced peer, rather than an editor. During each session, students engage in a series of tasks related to their latest course assignment. While tutors shape these tasks and advise students in the midst of them, it is the students who read, write, etc.

LCTR 100 Tutoring Training

All students who tutor must take LCTR 100, Effective Tutor Training. The training is held per the schedule date(s). The training satisfies the core requirement for the course. There will be additional homework assignments and a Reflection Paper due at the end of the semester.

The purpose of training is to talk about what tutoring is and isn't, the goals of tutoring, the Tutoring Cycle, methods and approaches, and questioning and listening techniques. Past sessions have also included tutor role play, learning styles, fostering student independence, tutoring a diverse student population, and effective communication.

CRLA Certification



Cañada College Tutoring Center has a Level I and II certified CRLA tutoring program.

Many past tutors have earned certification through the College Reading and Learning Association, an international organization that provides recognition and positive reinforcement for tutors' successful work. Transfer schools often pay more when tutors have already been CRLA certified. Certification is earned by completing a set number of tutoring hours and attending tutor training sessions. **Specific numbers are listed below:**

Requirements for regular - Level I Certification

- Minimum of ten hours of tutor training
 - 8 hours during LCTR 100 course
 - attendance at two additional workshops
- 25 hours of actual tutoring

Requirements for advanced – Level II Certification

- Tutors must have completed LEVEL I Certification
- Minimum 10 hours of tutor training beyond Level 1
- Additional 25 hours of actual tutoring (50 hours cumulative)

For further information about the College Reading and Learning Association, visit their website at <http://www.crla.net/>.

The Structured Tutoring Session*

Structure is critical when it comes to tutoring. Just as a sports team faces each opponent with a set game plan, tutors should face each tutee with a structured tutoring session. We will be going over this in-depth during formal tutor training, but to get you started, here are the basics and ideas on how to organize your tutoring sessions.

Four Ingredients for a Successful Tutoring Session

1. **Warm-up:** Ask questions and find out what the student wants to work on. Not only should you have a goal for the session in mind, so should they. Find a particular “trouble spot” and set that one area as your goal for the session.
2. **Demonstration:** Refer back to the textbook, review notes, have the student show you their notes—get them talking about what they know so that you can then fill in the missing pieces, not simply put the whole puzzle together for them.
3. **Practice:** If you want to work on, for example, the bones in the body for a biology class, then have the student practice what you just worked on. This can help you assess if they do, indeed, know what you just went over. Don’t take a “Yes,” as the answer to “Do you understand?” Make them **show** you they understand. The best way to learn a concept is to teach that concept, so have them teach you!
4. **Wrap-up:** Make the end of the session uplifting and concluding. Don’t just run out of time and run off to your next obligation. Plan what you’ll do next session, praise the student for all they just learned (confidence does wonders!), and attach a goodbye—these are small but important rapport-building moments.

*(adapted from *Becoming an Effective Tutor*, 1990)

Drop-in Tutor's Code

I will arrive for my shift on time.

If I must be late or miss ANY shift, I will advise the Learning Center Staff as far in advance as possible. Call 650-306-3348.

While on duty, I will sit at a "Drop-in Tutor Table" if one is provided, and will be approachable by conveying appropriate eye contact and body language. I will display my Photo Card, and wear my Tutor Lanyard, at all times while I am on duty.

While on duty, I will not do my own homework or socialize with my friends. I will make it as obvious as possible to all students that I am ON DUTY and my only priority is to be available to help students.

If no one comes to me for help I will be PRO-ACTIVE. If I am a Math Tutor I will go around the room, introduce myself, and ask students if they need help. Otherwise I will correct vocabulary and grammar books as needed.

If multiple students need my help, I will not show favoritism. Instead, I will try to be as fair as possible in splitting my time among those students who need my help, or I will try to get help from other tutors or Instructional Aides on duty.

If despite my best efforts I cannot find anyone who needs help, or I have corrected any vocabulary and grammar books (as applicable), I will inspect **and** clean the area of trash, cups, food scraps, etc., and clean any empty tables, **push in chairs, ensure there are no hazards such as the electrical outlets on the floor with covers left open**, and in general try to keep the area as neat as possible.

I recognize that Blue Sheets, Ivory Sheets and Salmon/Lilac Sheets are extremely important, as they contribute to the funding of the Learning Center and prove my Web Entered Time. I WILL TAKE THEM SERIOUSLY. I will make sure that every student I tutor has completed a Blue Sheet. I will keep my Ivory Sheet and Salmon/Lilac Sheet current and leave them in my mailbox at all times unless I am updating them. All my paperwork will be legible.

I will check my emails DAILY for emails from Rita, Frank or Susan. If I receive an email that calls for a response, I will respond THE SAME DAY.

If I use the kitchen key card, I will return it to its proper place EVERY TIME. Additionally, I will clean up any mess immediately.

I understand that if I fail to comply with any of these obligations, my appointments may be blocked for a week or more, and that this Code serves as a prior warning so that should I fail to comply, I could be restricted from work immediately.

I _____ am committed to abide by the Drop-in Tutor's Code.
(print name)

(signature)

(date)

By Appointment Tutor's Code

I will check eSars each evening for appointments. At the Center, I will check the kiosk computers for appointments. If I do not tutor the subject indicated, I will **immediately** call the student and staff to correct the error.

I will appear for EVERY appointment that has been made at least 24 hours in advance and for a subject that I tutor, and I will arrive ON TIME.

If I must be late or miss ANY appointment, I will advise the Learning Center Staff as far in advance as possible. Call 650-306-3348.

For each and every appointment, I will go into SARS and indicate whether or not the tutee attended the appointment. I understand that my pay may be withheld for any appointment where I fail to do this.

I recognize that Blue Sheets, Ivory Sheets and Salmon/Lilac Sheets are extremely important, as they contribute to the funding of the Learning Center and prove my Web Entered Time. I WILL TAKE THEM SERIOUSLY. I will make sure that every student I tutor has completed a Blue Sheet. I will keep my Student Contact and Timesheets current and leave it in my mailbox at all times unless I am updating it.

I will check my emails DAILY for emails from Rita, Frank or Susan. If I receive an email that calls for a response, I will respond THE SAME DAY.

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I understand that if I fail to comply with any of these obligations, my appointments may be blocked for a week or more, and that this Code serves as a prior warning so that should I fail to comply, I could be restricted from work immediately.

I _____ am committed to abide by the Drop-in Tutor's Code.
(print name)

(signature)

(date)

Tutor Agreement

Before you have your first tutoring appointment, make sure you have read, understood, and signed this page. Turn it in to either Susan or Rita.

This manual was created to make your time as a tutor a rewarding and productive one. It explains the tutoring philosophy and approaches, expectations, procedures, paperwork, trainings, CRLA certification, and will get you started on your career as a Learning Center tutor.

I _____ have read, understood and will rely on the
(print name)
information provided throughout this manual.

(signature)

(date)