



**TUTOR HANDBOOK
2013 - 2014**

**Academic Support Center
Montana State University Billings**

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ACADEMIC SUPPORT CENTER AND LEARNING LAB

Some material for this manual was adapted from "Tutoring Tips" by Rachel Shaffer and Deborah Shaffer, "Introduction to Peer Tutoring" by Wendi Black, and "SOS/TRIO Tutor Manual" by Mary Morup, et al.

MISSION

The **Academic Support Center's** mission is to provide a solid foundation that enables students to become confident, capable, independent learners. Competent and caring instructors will guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes they need to reach their goals, in a safe and encouraging learning environment.

The **Academic Support Center Learning Lab's** mission is to empower students to become confident, capable, independent learners. The Lab will provide qualified tutors and resources that support students in their quest to reach their goals, in a safe and encouraging learning environment.

OBJECTIVES

1. Provide tutoring for all General Education level math and/or English courses, and for other courses, as needed.
2. Coordinate with faculty members to provide supplemental learning experiences to support classroom instruction in other selected areas.
3. Organize study groups to enable students to work together to achieve academic goals.
4. Identify potential student peer tutors who may provide tutorial support for courses not currently being served.
5. Identify and implement additional services that may support students' academic success, based on both expressed and demonstrated needs.
6. Increase tutors' development by certifying all student tutors at Level I of the College Reading and Learning Association (CRLA) certified tutor training program and offer Level II training.

When you tutor a student who has come into the lab for assistance, you are doing something truly significant. By sharing your gifts—your ability to comprehend material and to teach somebody else how to understand it—you are helping those students to develop their own gifts. With this in mind, remember to be friendly but not overwhelming, to be patient but not patronizing, and to be confident but not arrogant. Above all, treat your clients with sincere respect by

honoring their privacy, answering their questions to the best of your ability, and asking for the help of a more experienced tutor or your supervisor when a student needs help that you cannot provide.

Remember that you provide not only a student's first impression of the Academic Support Center, but you also represent your own academic department at MSUBillings, so be pleasant and courteous to all you encounter. Your consummate professionalism protects your own reputation as well as that of the program.

GENERAL GUIDELINES FOR TUTORS AND CLIENTS

1. A tutor can be defined as a helper, advisor, and instructor, but not as a proofreader, and never as a grader.
2. The assignment belongs to the client. The tutor gives advice and only advice. Hence, only the client should make physical changes to his or her assignment.
3. The client needs to provide the following information:
 - The instructor's name and the class
 - A copy of the assignment or directions, and
 - The questions and concerns to be discussed.
4. Individual tutors are responsible for asking for the above information and making sure students have signed into the AccuTrac system before beginning a tutoring session.
5. Tutors should utilize reference materials as needed and assist the client in finding information in those materials.
6. Tutor duties include:
 - Helping the client become a better scholar in the subject area.
 - Helping the client learn to catch his or her own mistakes.
 - Addressing academic difficulties on levels, if necessary. This may mean solving outstanding issues first and addressing more detailed issues in later visits and/or later assignments.
 - Utilizing any resources necessary, such as reference books, handouts, other tutors and teachers, and supervisors.
 - Being intellectually flexible in discovering ways to meet clients' needs.

- Adapting interaction strategies and/or focus of discussion to the assignment's level and the client's needs.
7. Client duties include:
- Providing tutors with enough information and attention to let them do their jobs successfully.
 - Being willing to cooperate with the tutor and with lab policies, including signing in to the AccuTrac system.
8. Although tutors always try to give clients the best advice and service possible, they are only human, and different tutors have different strengths and weaknesses. It is, therefore, important for both tutors and clients to share their strengths, to work to improve their weaknesses, and to be tolerant of individual variation. Clients may always choose to work with a different tutor, but first, they should be sure that the problem truly is that tutor's lack of expertise and not the client's own inappropriate attitude or lack of preparation.

PREPARATION FOR TUTORING

- Review the qualifications for the position:
<http://www.msubillings.edu/asc/misc/employment.htm>
- Identify and document subject areas and courses you are qualified to tutor.
- Review texts, reference materials, handouts, and computer programs used in Learning Lab.
- Review AccuTrac program used for log-in/log-out procedures.
- Review procedures for providing tutorial services by visiting with a supervisor.
- Review the Family Educational Rights and Privacy Act (FERPA):
<http://www.msubillings.edu/staff/ferpastaff.htm>
- Participate in interview with supervisor.
- If hired, participate in tutor orientation programs, including CRLA training.

QUALIFICATIONS

- A cumulative GPA of 2.5 or higher, with a grade of A or B in any class tutored, or in an equivalent or more advanced course.
- A letter of interest and transcripts to be kept on file at the Academic Support Center.
- A signature from a supporting faculty member for each course you wish to tutor.

- A commitment to attend scheduled tutor training and/or meetings.
- A personal and professional commitment to academic honesty.
- A current email account, preferably a campus account, used on a daily basis to check for messages from the ASC Director and/or Assistant Director.
- Final hiring of all tutors is at the discretion of the ASC Director and/or Assistant Director.

ORIENTATION AND TRAINING

All student tutors employed by the MSUB Academic Support Center participate in the International Tutor Program Certification process, under the auspices of the College Reading and Learning Association (CRLA). Student tutors may earn up to two levels of certification: Regular and Advanced. Each level requires an additional ten hours of training and 25 hours of experience. Twice-yearly pay raises are contingent upon successful completion of CRLA certification requirements.

According to the CRLA, "the purpose of this program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. Second, its certification process sets a standard of skills and training for tutors. CRLA's ITPC has been endorsed by the National Association for Developmental Education, Commission XVI of the American College Personnel Association, the American Council of Developmental Education Associations, the Association for the Tutoring Professional, and the National Tutoring Association."

YOUR LAB EXPERIENCE

Your time here in the lab can be a wonderful experience that allows you to learn more about the process of learning and evaluating assignments and to acquaint yourself with a wide variety of people. We welcome you and are grateful for your effort on behalf of both MSUBillings' students and the Academic Support Center.

SELF-ASSESSMENT

To prepare for your work as a tutor, you should first assess your own strengths and weaknesses. We have some diagnostic tests for you to take to identify both your competencies and your problem areas within your subject area. The results will show you where you can be confident and where you will want to improve your competencies. Fellow tutors, instructors, reference books, texts in the lab, and your

supervisor are all good sources for help. Worksheets and reviews are also available from your supervisor.

Before you work with students, make sure you become familiar with the lab itself and the various resources there. Locate the reference books, materials, and handouts, and then familiarize yourself with the computerized check-in/check-out procedure. Be sure you are also familiar with the computers and computer programs the students will be using.

ENCOUNTERING YOUR CLIENTS

You must be positive yet flexible while meeting the needs of the wide variety of students you will encounter. You need to build their confidence by showing them what they already do well as you help them to master material unfamiliar to them. Although students are unique, as are their learning styles and needs, many fall into these categories:

THE SHY STUDENTS

These students come to the lab with their heads down and embarrassed looks on their faces. They want help, but do not know how to ask. They often feel inferior because of their learning challenges.

THE SECURE STUDENTS

These come to the lab willingly seeking assistance. They arrive with good basic skills, but recognize that they need further help. They are usually genuinely interested in improving their skills.

THE RESENTFUL STUDENTS

These students are here solely because their teachers required them to appear. Sometimes they will need help with their assignments (even though they do not think they do), and they resent the fact that they have to spend time in the lab.

As you work with all sorts of students, let them know that we all learn differently, and remember to briefly describe to your clients some of your own challenges and successes so that they will have hope. Always be quick to point out your client's strengths, because everybody needs encouragement.

HELPFUL HINTS

1. Using AccuTrac, everyone logs in and logs out of the Lab—tutors, clients, and computer users—both to make sure people meet their responsibilities and to track busy times and computer use so that we can improve our service to MSUBillings students. Always ask if your client has signed in before beginning to tutor; if he or she has not, please walk the student to the AccuTrac computer and help the student sign in.
2. Always greet your client and introduce yourselves to each other; make a point to pronounce your client's name correctly. Make sure the client has brought along the assignment sheet, which you can both use to determine what needs to be done during your session. If the assignment is not available, explain to your client that you can supply only general assistance because you do not know the instructor's intent.
3. Begin and end each session with a sense of purpose; cooperate with your client, first to choose the main focus of your session and then, just as importantly, to agree upon what will be the next task for them to complete after the session.
4. Either read the assignment aloud as you go (or ask the student to do so if that's more effective), so that the student can hear what is on paper and recognize what does and does not work. You should mark trouble spots for future reference, but do not rewrite or correct the student's work. Encourage the students themselves to make the corrections and note suggestions. Only the student should make changes to his or her assignment.
5. Encourage the student to talk through the problem-solving process by explaining the problem and what is expected, telling what should be done, and describing what is probably right or wrong about what has been completed so far. Help the student to evaluate the process by asking questions, asking for opinions, and offering general suggestions. Ideally, you will talk less than your student will. Do not interrupt needlessly, but try to keep the discussion relevant and productive.
6. As often as possible, insist that the students themselves find their own answers, with your guidance, using their texts, the reference materials on hand in the lab, and their own class notes.
7. When faced with a complicated, multi-task assignment, concentrate first on the big issues and proceed to the smaller issues as time allows or in a later session.
8. Let your students know you are human, too. Don't be afraid to correct your mistakes or to say, "I don't know, but let's find out"

- or “Let’s ask one of the other tutors” if you are also confused. Ask for help from other tutors, instructors, or your supervisor whenever you face a situation requiring assistance or whenever you encounter a question you can’t answer.
9. Because of professional courtesy, do not ever assign grades or speculate on a possible grade for assignments, second-guess grades already given, or share with your clients any of your opinions about instructors or professors. This is also a serious confidentiality issue.
 10. Be patient and respectful as you interact with students and when you speak of them to your colleagues and supervisor. Remember your voice carries and that other people in the lab can hear what you say, so choose your words carefully.



MSU Billings Academic Support Center Tutor Application

Date: _____ Major: _____ Yr. in College: _____ GPA: _____

Name: _____ GID# _____
Last First MI (Student ID Number)

Current Mailing Address: _____
Street Address City State Zip

Telephone: _____ Email Address: _____
Home Cell (The one you check most often)

Qualifications:

- A cumulative GPA of 2.5 or higher, with a grade of A or B in any class tutored, or in an equivalent or more advanced course
- A letter of interest and transcripts to be kept on file at the Academic Support Center
- A signed Recommendation Form (see attached) from a supporting faculty member for each subject you wish to tutor
- A commitment to attend scheduled tutor training and/or meetings
- A personal and professional commitment to academic honesty
- A current email account, used on a daily basis to check for messages from the ASC Director and/or Assistant Director

Final hiring of all tutors is at the discretion of the ASC Director and/or Assistant Director.

List the course(s) you are able to tutor. A signed Recommendation Form (see attached) from a supporting faculty member is required for any course you wish to tutor.				
Course:	Grade Received:	Semester Taken:	School:	Supporting Faculty:*
Course:	Grade Received:	Semester Taken:	School:	Supporting Faculty: *
Course:	Grade Received:	Semester Taken:	School:	Supporting Faculty: *
Course:	Grade Received:	Semester Taken:	School:	Supporting Faculty: *
Course:	Grade Received:	Semester Taken:	School:	Supporting Faculty: *

*Supporting Faculty must complete, sign and return a Recommendation Form.

Applicant's Signature _____ Date _____



MSU Billings Academic Support Center Preferred Tutoring Schedule

Hours Available to Students:

- o University Campus – 8 am to 7 pm Monday-Thursday; 8 am to 5 pm Friday; 9 am to noon Saturday
- O College of Technology – 8 am to 6 pm Monday-Thursday; 8 am to 5 pm Friday; closed Saturday

Please fill in the schedule with your preferred tutoring times.

Day & Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0800-0830						
0830-0900						
0900-0930						
0930-1000						
1000-1030						
1030-1100						
1100-1130						
1130-1200						
1200-1230						
1230-1300						
1300-1330						
1330-1400						
1400-1430						
1430-1500						
1500-1530						
1530-1600						
1600-1630						
1630-1700						
1700-1730						
1730-1800						
1800-1830						
1830-1900						
1900-1930						
1930-2000						

Hours after 6 pm are available only at the University campus, not at the College of Technology.



MSU Billings Academic Support Center Tutor Contract

MISSION

The Academic Support Center Learning Lab's mission is to empower students to become confident, capable, independent learners. The Lab will provide qualified tutors and resources that support students in their quests to reach their goals, in a safe and encouraging learning environment.

OBJECTIVES

1. Provide tutoring for all Academic Foundations level math and/or English courses, and for other courses, as needed.
2. Coordinate with faculty members to provide supplemental learning experiences to support classroom instruction in other selected areas.
3. Organize study groups to enable students to work together to achieve academic goals.
4. Identify potential student peer tutors who may provide tutorial support for courses not currently being served.
5. Identify and implement additional services that may support students' academic success, based on both expressed and demonstrated needs.
6. Increase tutors' development by certifying all student tutors at Level 1 of the College Reading and Learning Association (CRLA) certified tutor training program and offer Level 2 training.

Essential Responsibilities

- Be nice.
- Honor confidentiality.
- Learn your students' names and pronounce them correctly.
- Focus on students' academic success.
- Tutor in your approved subjects.
- Don't do the students' assignments.
- Be respectful of instructors, other tutors, and students.
- Ensure students have signed in to the tracking system.

As a tutor, I understand and agree to the following:

1. I will arrive punctually for my shift, for tutor meetings, and for all appointments. On the rare occasions when I cannot keep a commitment, I will call the Academic Support Center to let my supervisor know well in advance. (University campus tutors call 657-1641; COT tutors call 247-3022.)
2. I will help and encourage the student to improve classroom performance, but I will not do any work that could be interpreted as the student's own, because I am committed to maintaining academic honesty. I have read and understood and will honor the MSU Billings Code of Conduct.
3. I will maintain confidentiality at all times, except that with the permission of the student, I may discuss the student's performance with my supervisor at the Academic Support Center. If I want to have a discussion with the student's instructor, I will check with my supervisor first.
4. I will dress appropriately as a professional in the workplace, making a point to avoid offensive and provocative clothing.
5. I will complete CRLA Level 1 certification.
6. I understand that failure to meet these expectations will result in probation or dismissal from this position.
7. I understand that tutor staffing will be reviewed at the end of each semester and assignments for the following semester will be based on my performance as a tutor and on the needs of the program.

Signed _____ Date _____

Web Time Entry at a glance:

- Log into “My Info”
- Click on “Employee Services”
- Click on Timesheet”
- Enter Hours
- Submit Hours



Access & Excellence

WEB TIME ENTRY – Quick reference guide for Employees

Student/Temp Hourly Employees

Tips & Reminders

- Timesheet policies and processes have not changed. They are the same as they were with paper timesheets
- Timesheets are due at 5:00 p.m. on the Monday following the end of the pay period. Your timesheet will be available to begin entering your time on the first Wednesday of the pay period
- Your timesheet shows only earning types that apply to your job
- After you submit your timesheet, you cannot make any changes. Contact your supervisor about changes to a submitted timesheet
- Need help? Call the Payroll Department at 657-2131

Opening Your Time Sheet:

- Go to the MSU Billings homepage at www.msubillings.edu
- Click on **My Info Login** (bottom left-hand side of the page)
- Click on **Enter Secure Area** and type in your *User ID and PIN* (same information as your student login)
- Click on the **Login** button, your name should appear following the word *Welcome*
- Click on the **Employee Services** tab
- Click on the **Time Sheet** link on the left side of the window
- Click the **My Choice** dot for the Title and Department you want to enter time for

- From the **Pay Period and Status** drop down box, select the current/appropriate pay period
- Click the **Time Sheet** button
- **Note:** On most computers, the timesheet is too big to be seen all at once. You can make the text size on your screen smaller by clicking “view” and “Text Size” from your explorer browser menu (or similar commands in other browsers)

To Enter Time:

- Click the **Enter Hours** link under the date worked in the row for the *earnings codes* (examples: Regular, Student and Overtime)
- Click in the **Hours** box, type the number of hours. Please Note: you will not be able to enter zero (0). If you did not work any hours please leave the box blank.
- Click the **Save** box
- Note: The overtime rate of 1.5 the current hourly rate is calculated on a 40 hour work week and includes all hours worked between all positions for MSU Billings. Working overtime hours must be approved by your supervisor. Students approved for Workstudy funds through the Financial Aid office are not eligible to work any overtime (see the *Workstudy Manual for Students and Supervisors* at <http://www.msubillings.edu/workstudy/>)

To Copy Time:

- When you enter hours for one day, you can copy the same number of hours to one or more additional days in the pay period.
- Click the **Enter Hours** link under the date worked in the row for the *earnings code* used (examples: Regular, Student and Overtime)
- Click in the **Hours** box, type the number of hours you worked each day this pay period
- Click the **Copy** button
- Click on the “**Copy from date displayed to end of the pay period**” checkbox **OR** Click the **Checkbox** for each day you want these hours copied to
- If your workweek includes Saturday or Sunday, click those checkboxes too
- Click the **Copy** button
- Look for the verification message that says the hours were successfully copied
- Click the **Timesheet** button
- The hours have now been copied for all days in the pay period

To Adjust Your Time:

- Changing hours you have entered for a particular day is not a problem, as long as you haven't submitted the timesheet for approval. Talk to your approver if your timesheet has been submitted and needs to be changed.
- Click the **Hours** link for the date that needs to be changed
- Click in the **Hours** box, type the correct number
- Click the **Save** button

To Put a Comment on Your Time Sheet:

- Sometimes there are special circumstances you will want your timesheet approver to know about. You can leave a comment on your timesheet that the approver will see when he or she opens it up for approval.

- Click the **Comments** button at the bottom of the Timesheet page
- In the **Comments** boxes, type your message
- Click the **Save** button
- Click the **Previous Menu** button to return to your timesheet Note: Comments on our timesheet are only visible to you in Preview mode. Your approver will check for comments.

To Preview / Print Your Time Sheet:

- Click the **Preview** button at the bottom of your timesheet. Note: On most computers, the timesheet is too big, to be seen all at once. You can make the text size on your screen smaller by clicking “view” and “Text Size” from your explorer browser menu (or similar commands in other browsers)
- Click the drop down box next to **Print** icon and select the Page Setup Option. From the printer settings, select **Landscape** under Orientation (bottom Left).
- Click the **OK** button to save your paper layout setting
- Click the **Print** icon to print your timesheet
- Back in the **Timesheet Preview** window, click the **Previous Menu** button

To Submit Your Time Sheet:

- When your timesheet is ready to submit for approval, it's important for you to preview it first. Check your hours to make sure the days, numbers, and earnings codes are all correct. Then submit as follows:
- Click the **Submit for Approval** button at the bottom of the timesheet. Note: This page contains the Certification Statement. Typing your PIN here is equivalent to signing your timesheet; it certifies that you approve the timesheet information as accurate.
 1. Click the **Submit** button

Code of Student Conduct Regarding Academic Misconduct

A. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically related matter, exercise, or activity.

- 1. Cheating:** Using or attempting to use unauthorized materials, information, study aids, or computer-related information.
- 2. Plagiarism:** Representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion as one's own.
- 3. Fabrication:** Presenting as genuine any invented or falsified citation or material.
- 4. Misrepresentation:** Falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

B. When academic dishonesty occurs or is alleged to have occurred, the instructor has the right and obligation to take appropriate action which may include a verbal or written reprimand or warning, a grade of "F" (failure) for the assignment or test involved or a grade of "F" for the course. The instructor is to also refer the incident for possible institutional adjudication, as outlined in Part IX, B, 4 (Actions Against Persons or Groups of Persons).

C. When misconduct of a behavioral nature occurs in the classroom, the instructor has the right and obligation to take appropriate action which may include a verbal or written reprimand or warning that the behavior may be in violation of the Code of Student Conduct Part IX, B, 2, f. Furthermore, failure to comply with a request to cease the disorderly conduct may result in an additional violation Part IX, B, 2, p. In such case that disorderly behavior continues in the classroom, the instructor may elect to refer the incident for institutional adjudication, as outlined in Part IX, B, 4 (Failure to Comply with Lawful Directions of University Officials).

Material from Montana State University Billings Student Handbook 2006-2007

Tutor Evaluation Checklist

Attendance:

- _____ Attended tutoring hours faithfully
- _____ Arrived on time or early
- _____ Worked whole sessions (no early departures)
- _____ Faithfully informed lab director about missed sessions
- _____ Faithfully made up any sessions missed

Lab Procedures:

- _____ Remembered to sign in and sign out of AccuTrac
- _____ Was available at or near tutor stations to facilitate client contacts
- _____ Filled out Tutoring Slips for sit-down clients
- _____ Made sure clients signed into AccuTrac and supplied complete information for tutoring slip
- _____ Asked for assignment prompt or checked assignment notebook

Tutoring Skills:

- _____ Was polite, patient, attentive and helpful with clients
- _____ Accurately assessed assignments to determine successful or weak areas
- _____ Elicited suggestions from clients, and talked less than they did
- _____ Clearly identified appropriate resources for addressing weaknesses
- _____ Enabled clients to become increasingly independent

Professionalism

- _____ Dressed appropriately
- _____ Maintained personal boundaries, both physically and intellectually
- _____ Demonstrated professionalism in manner and speech
- _____ Was readily and visibly available to clients
- _____ Interacted appropriately with other tutors

Comments from evaluator and tutor

Signed _____ Date _____

Signed _____ Date _____

Self-Evaluation for Learning Lab Tutors

Name _____

- After reviewing the list of responsibilities on your contract, how would you rate your performance as a tutor? Discuss any *significant* strengths and weaknesses.

- How have your abilities and skills improved while you have served as a tutor? In what ways have you addressed any areas for improvement you discovered?

- How effectively do you communicate with students? Give examples.

- In what ways do you help students solve their own problems with their assignments, without taking over the process yourself? Give examples.

- How do you arrange for necessary absences, accommodations, and adjustments, especially when you can't work your assigned shift? Give examples.

New Semester Checklist for Tutors

Have you....?

- _____ Signed disclosure statement and returned to Victoria
- _____ Verified rate of pay (*\$8.00/hr. starting wage, \$.25/hr. increase upon completion of CRLA, maximum tutoring rate \$11/hr.*)
- _____ Updated or filled out emergency contact card and returned to Victoria
- _____ Reviewed and signed FERPA agreement and returned to Victoria
- _____ Picked up your parking pass form to Victoria (*ONLY tutors who are not students*)
- _____ Submitted tutoring hours to Andrea (university campus) and Chairsty (COT)
- _____ Reviewed and signed tutor contract and returned to Andrea
- _____ Completed "Subjects Tutored" form and returned to Andrea
- _____ Reviewed timesheet procedures and due dates
- _____ Received your lanyard (*verify spelling of your name*)
- _____ Had your photo taken (*Victoria will take your picture if we don't have one*)
- _____ Made sure you can sign into AccuTrak
- _____ Accessed the Tutor Handbook online
- _____ Found your **Scavenger Hunt Clue** on Tutor Syllabus (**due Monday, Sept. 13**)

Additionally:

- _____ If you are a new tutor, go to Human Resources (*McM 310*) to document employment, fill out W-2, and I-9 (*need two forms of ID, such as driver's license and Social Security card*)
- _____ If have "work study" through Financial Aid, have you submitted a Work Study Authorization Form

Upon completion, sign and return this checklist to front desk (Victoria)

_____ **Yes! I have successfully completed every item on this list.**

Printed Name _____ Date _____

Signature _____

End of Fall Semester Checklist

Front Desk: Main Campus/Victoria or COT/Chairsty
All tasks must be completed by
12 NOON Friday of Finals Week

Before you leave for the winter break, please do the following:

- _____ Return your lanyard/nametag to the Front Desk.
- _____ Empty your mailbox and work areas of any personal items and **take them with you.**
- _____ Please return to their proper places any tutoring supplies, texts, or other materials you've used.
- _____ If you work at all during finals week, turn in your timesheet before you leave campus for the break.
- _____ If you pick up your paychecks from the Business Office at the COT, please let the cashier know where to mail your final fall semester paycheck. If you pick up your paychecks from the ASC, please let Victoria know where to mail your final fall semester paycheck.
- _____ Please email Chairsty (cstewart@msubillings.edu) **whether or not** you would like to return to tutor next semester. If you are returning, please submit your schedule as well.

Thank you!

Year-End Checklist

Front Desk: Main Campus/Victoria or COT/Chairsty
All tasks must be completed by
12 NOON Friday of Finals Week

Before you leave for the break, please do the following:

- _____ Return your **lanyard/nametag** to the Front Desk.
- _____ Empty your mailbox and work areas of any personal items and **take them with you.**
- _____ Please return to their proper places any tutoring supplies, texts, or other materials you've used.
- _____ If you work at all during finals week, turn in your timesheet before you leave campus for the break.
- _____ If you pick up your paycheck from the Business Office at the COT, please let the cashier know where to mail your final semester paycheck.
- _____ If you pick up your paycheck from the main campus ASC, please call the payroll department (657-2681) to let them know where to mail your final semester paycheck.
- _____ I plan to return to tutor in Fall.
Please email Chairsty (cstewart@msubillings.edu) your course schedule and preferred tutoring hours.
- _____ I DO NOT plan to return to tutor in Fall.

Summer Address: _____

Summer Email Address: _____

Summer Phone: _____

Thank you!

Tutor Training Syllabus Level I Regular Certification Spring 2011

Texts:

- *The Bedford Guide for Writing Tutors*, 4th Edition (2006), by Leigh Ryan (Referred to in assignments as "Ryan")
- *A Tutor's Guide: Helping Writers One on One*, 2nd Edition (2005), edited by Ben Rafoth (Referred to in assignments as "Rafoth")
- Various other articles and materials as assigned (Copies will be provided at CRLA meetings.)

Modules 1, 2, and 3 – Definition of Tutoring, Tutoring Responsibilities, and Basic Tutoring Guidelines (3 Hours)



Participate in orientation for all tutors at beginning of semester (one hour) **Tuesday, January 11, 2011, 10 am - 1 pm**

- First Things First
 - Document employment, finish disclosure statements, and review timesheets
 - Receive CRLA tutor handbook.
 - Participate in ADHD Simulation Exercise.
 - Read and discuss excerpts on "Professionalism" from Chapter 1, p. 1-4 (4th edition) in Ryan.
1. Review definition of tutoring and tutor responsibilities
 2. Review policies and procedures
 3. Review tutoring handbook.

Follow-up assignment (1/2 hour):



Online Tutor Training Workshop #1: Scavenger Hunt

Follow each clue to a page within the ASC website. Each page will lead you to your next clue.

FIRST CLUE: Go to the ASC website and "Like" us.

Email FINAL responses to cstewart@msubillings.edu due by **Friday, January 14, 2011.**

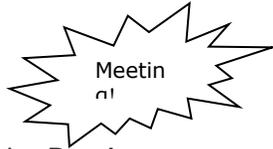
Module 4 (1/2 Hour)

Complete each of the following assignments:

1. Read "Crossing Cultures with International ESL Writers: The Tutor as Contact Zone Contact Person," Chapter 6, p. 41-52 in Rafoth (2nd edition). Respond in a short paragraph with your observations or questions about some of the author's suggestions in the section titled "What to Do" or the section titled "Complicating Matters."
2. Read "Inside the Tutoring Session," Chapter 4, p. 18-32 in Ryan. After your first observation of an experienced tutor, complete Exercise 3C, p. 31 using a copy of the form on p. 32. Forms are also available in the Learning Lab. Be prepared to discuss elements of a tutoring session.

Email responses to ntraeger@msubillings.edu by **Tuesday, January 25, 2011.**

Module 5 – Beginning and Ending a Tutor Session (1.0 Hour) Tuesday, February 1, 2011, 4 - 5 pm



1. Review responses to web exercise
2. Review what should happen in tutoring session between the beginning and the ending.

Follow-up assignment (1/2 hour):

Read and respond to **one** of the following articles using the questions in the accompanying study guides:

- Read "Recent Developments in Assisting ESL Writers," Chapter 7, p. 54-61 in Rafoth. Respond in a short paragraph with your observations and/or questions about some of the author's suggestions in the section titled "What to do" or the section titled "Complicating Matters."
- "Coping with Different Tutoring Situations," Chapter 8, p. 92-101 (4th edition) in Ryan. Respond by completing only Scenario 1 in Exercise 8A (p. 98) and all of Exercise 8B (p. 101).
- "Tutoring Developmental Mathematics: Overcoming Anxiety and Fostering Independent Learning," by Annette F. Gourgey, *Journal of Developmental Education*, Volume 15, Number 3, Spring

1992. Respond to questions 1 and 2 or to question 3 attached to copy of the article.

- **Writing Tutors:** Complete grammar review sheets. (Handout)
- **Math (and other Tutors):** Look at the toondoo comic situation, respond to the "toondoo" either by creating a comic online at toondoo.com (you have to register, but you won't get spam) or by giving a written response to how you would end the tutoring session.

Email responses to ntraeger@msubillings.edu (writing) or to cstewart@msubillings.edu (all others) by **Tuesday, February 8, 2011.**

Module 6 – Critical Thinking Skills (1/2 Hour)



Online Tutor Training Workshop #2: Questioning Techniques

1. Visit the following sites or sites you find using searches for Socratic questioning, Bloom's taxonomy, etc., to find ways to expand and improve your own questioning techniques with clients:

Questioning

<http://serc.carleton.edu/introgeo/socratic>
http://changeminds.org/techniques/questioning/socratic_questions.htm

2. Drawing on the results of your web search, design and print a list of 5-10 questions you are willing to begin using in your tutoring sessions. When you design your list, make it pocket size so that you can refer to it between clients or during slow times in the lab. A question at a time, you can become even better tutors than you already are! We will share our questions with the group.

Email a copy of your list to ntraeger@msubillings.edu by **Tuesday, February 15, 2011.**

****MATH tutors, before the meeting, please send an e-mail to Chairsty Stewart (cstewart@msubillings.edu) describing 3 difficult tutoring situations that you have either witnessed or been a part of. For each situation, describe why it was difficult and what you think went wrong in one paragraph or less. (Please send by February 21, 2011).***



Module 7 – Active Listening and Paraphrasing (1.0 Hour)
Tuesday, February 22, 2011, 4 - 5 pm.

- Review responses to assigned readings and to Socratic Questioning Techniques exercise.
- Using Socratic questioning techniques, participate in collaborative learning exercise.

Follow-up assignment (1/2 hour):

Read and respond to the following article, answering the questions below:

1. “Critical Thinking . . . and the Art of Close Reading, Part IV” in *Journal of Developmental Education*, 28:2, 2004, 36-37 by Linda Elder and Richard Paul.
 - Why is the ability to paraphrase so important? What strategies do you use to find main ideas and to paraphrase that you could share with a student?
 - (Math) Respond to the three situations given to you at the meeting. For each situation, describe what could have been done differently using the techniques that you have learned throughout the semester.

Email responses to ntraeger@msubillings.edu by **Tuesday March 8, 2011.**

Module 8 – Setting Goals and Planning (1/2 Hour)



ASSIGNMENT: Read “The Writers you Tutor,” p. 54 in Ryan in preparation for discussion at the Tuesday, March 22, 2011, meeting. Bring to class a written description of at least one of your own strategies and one you have observed someone else use to meet the varied needs of student writers.



Module 9 – Review Compliance with Ethics and Philosophy of the Tutor Program (1.0 Hour)
Tuesday, March 22, 2011.

Participate in discussion of the varied needs of the students you have tutored and effective strategies discovered during the semester.

Review the mission statement of the ASC and the tutoring Program:

*The **Academic Support Center’s** mission is to provide a solid foundation that enables students to become confident, capable, independent learners. Competent and caring instructors will guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes they need to reach their goals, in a safe and encouraging learning environment.*

*The **Academic Support Center Learning Lab’s** mission is to empower students to become confident, capable, independent learners. The Lab will provide qualified tutors and resources that support students in their quest to reach their goals, in a safe and encouraging learning environment.*

Module 10 – EVALUATION (1 Hour)

Assignment: Complete and submit self-evaluation and set up evaluation appointment with supervisor.

Email document to ntraeger@msubillings.edu by **Tuesday, April 5, 2011.**

CRLA Level II training will be tentatively held during the spring semester. All dates are to be determined.

Tutor Training Syllabus

Level II Advanced Certification

Texts:

- *The Bedford Guide for Writing Tutors*, 3rd Edition (2002), by Leigh Ryan (Referred to in assignments as "Ryan")
- *A Tutor's Guide: Helping Writers One on One*, edited by Ben Rafoth
(Referred to in assignments as "Rafoth")
- "Training for Tough Tutorials" DVD by Joe Essid, University of Richmond
- Various other articles and materials as assigned.

Module 1 – Review Level I Topics (2 hours)

Dates **TBA**.



Participate in semester orientation

- Document employment, finish disclosure statements, and review timesheets
 - Receive CRLA Tutor Training Handbook
 - Participate in ADHD Simulation Exercise
 - Read and discuss "Being Professional," excerpt from Chapter 3, p. 1-3 (2nd edition Chapter 1, p. 1-4) in Ryan
 - Sign up to attend one Level I group meeting this semester for review and to enrich the discussion
1. Review definition of tutoring and tutor responsibilities
 2. Review policies and procedures
 3. Review tutoring handbook
 4. Participate in collaborative learning exercise; view and discuss client session scenarios portrayed in Essid's "The Fix-It Shop" and/or "The Friend"

Module 2 – Identifying and Using Resources (1.0 hour)



- Read "Becoming a Resource: Multiple Ways of Thinking About Information and the Writing Conference," in Rafoth. Respond by answering questions on p. 44.
- Read "Computers and Tutoring," Chapter 6, p. 53-64 in Ryan. Respond by finding and copying the home page for a website that

you would not recommend for academic use and explain why, using the guidelines in Chapter 6. (Nothing x-rated, obviously!)

Email responses to cstewart@msubillings.edu by **TBA**.

Module 3 – Record Keeping/Documentation (0.5 Hours) WebQuest

- First, using your favorite search engine(s), find fill-in forms or alternative methods used by other tutoring programs for documentation. Make copies of at least five forms to use as models.
- Second, choose a component of operation in the Learning Lab that you would like to document during your shifts and design a form for data and dates to document what you will observe. Keep your topic and document simple so that you will always be able to keep it up-to-date. At the end of the semester, attach your form(s) to your self-evaluation.

Suggestions:

- Types of assistance your clients need (log-on issues, academic assistance, computer use, registration or financial aid issues, email, etc.)
- Number of return visits by your same clients over the span of the semester
- Numbers of clients served in each of your shift hours each week
- Ways in which you successfully solved learning problems in new ways
- Demonstrated or expressed student needs not currently being met by program.

Email responses and form to cstewart@msubillings.edu, due by **TBA**.

Module 4 – Cultural Awareness and Inter-Cultural Communication (1.5 Hours) TBA



1. Review responses to assigned readings and to WebQuest exercise.
2. Follow-up assignment:
Read and respond to one of these two articles, using the questions in the accompanying study guides:

- “The Writers You Tutor,” Chapter 5, p. 42 -52 (2nd edition, p. 54-65) in Ryan. Respond by answering the first three questions in Exercise 5A on p. 52 (2nd edition, p. 65, all three questions).
- “Recent Developments in Assisting ESL Writers,” by Jennifer J. Ritter, Chapter 12, p. 102-110 (2nd edition, Chapter 7, p. 54-62), in Rafoth. Respond by completing Topic #5 on p. 151 in 1st edition).

Email responses to cstewart@msubillings.edu by **TBA**.

Module 5 – Use of Probing Questions (1.0 Hour)



- Read and respond to one of these three articles, using the accompanying questions:
- “Helping Writers Across the Curriculum,” Chapter 7, p. 65-72 (2nd edition, Chapter 7, p. 81-90) in Ryan. Using your own life experience as a guide, respond by creating one more question for each type of document. Use what you learned in Level 1 about Socratic questioning techniques to guide you as you formulate your new questions. After you’ve finished this part of the assignment, notice what pattern(s) exist(s) in the questions you wrote. How are they similar?

NOTE: To find the next two articles, go online to www.msubillings.edu, click on **Library**, then **Articles**, then **Full-Text Finder**, then **Academic Search Premier**, and enter the title or author in the search engine.

1. “Daily Classroom Assessment,” by Lynn Columba, Lehigh University Respond by contrasting this teacher’s experiences in classroom assessment in the 1990s with yours in the Learning Lab in the 21st century. As a tutor, what assessment technique works best for you? Why?

“Teaching Critical Thinking: Some Lessons from Cognitive Science” in *College Teaching*, 53(1), by Tim van Gelder. After you finish reading this article, review the six lessons the authors share, then choose one with which you agree and apply it to your tutoring approach. What improved techniques might be possible for you to share with your clients?

Email responses to cstewart@msubillings.edu , due by **TBA**.

Module 6 – Tutoring in Specific Skill/Subject Areas (1.5 Hours)



Review responses to assigned readings and to Use of Probing Questions exercise.

Follow-up assignment:

Use the MSU-B Library database to find these articles. Read and respond to one of these first two articles, using the questions in the accompanying study guides:

- “Assessing the Strengths and Limits of Websites: The Webform in Action” in *Feminist Economics*, 5(1), 1999, 87-90, by Jean Shackelford. Use the webform (www.facstaff.bucknell.edu/jshackel/courses/form.html) to analyze one of the sites you have used (or seen a client use) for research.
8. “The Relationship of the World Wide Web to Thinking Skills in *Education Media International*, by Amy C. Bradshaw, Jeanne L. Bishop, Linda S. Gens, Sharla L. Miller, and Martha A. Rogers. The authors support educational techniques and designs that are “learner-centered, motivating, authentic, problem-based, and collaborative.” After you finish reading the article, re-consider their discussion of the features of the web that may 1) support or 2) inhibit the development of complex thinking skills. Tell why you agree or disagree with their claims. You may want to limit yourself to only those claims you feel are most important.
- You may also enjoy just reading Steven M. Cohen’s anti-Google rant, “Thinking and Researching: Don’t Just Google It,” in *Information Today*, June 2006, p. 28-29.

Email responses to cstewart@msubillings.edu due by **TBA**.

Module 7 -- Characteristics of Adult Learners (2.0 Hours)



- Read and consider the ideas in one of these two articles about adult learners
1. "The Importance of Socioeducational Relationships in University Programs for Older Adult Students" in *Educational Gerontology*, 31:253-261, 2005, by Luis Ballester, Carmen Orte, Marti X. March, Josep Lluís Oliver. After you finish reading this article, review the Results section (p. 259-260) and discuss one change you will make in interacting adult learners.
 2. "Non-Traditional Age Students" by Judith S. Craig, in *College Reading and Learning Association Tutor Training Handbook*, 2003, p. 84-88, edited by Susan Deese-Roberts.
- Write a review of a movie about teachers working with students. Use what you learned from the article you chose to comment on the effectiveness of the teaching and/or the quality of the learning experience portrayed in the film.

The following websites list movies about teaching and teachers:

1. http://www.oswego.edu/~beyerbac/representations_of_teachers_in_6.html
2. <http://www.boxofficemojo.com/genres/chart/?id=teacherelements>

You may also be interested in these articles about teachers and teaching:

1. <http://www.bostonphoenix.com/boston/movies/film/documents/01788853.htm>
2. http://www.findarticles.com/p/articles/mi_qa4013/is_200207/ai_n9138718/print

Email responses to cstewart@msubillings.edu due by **TBA**.

Module 8 – Review Compliance with Ethics and Philosophy of the Tutor Program (1.0 Hour)



1. Review responses to assigned readings and to movie review exercise, sharing insights in discussion of the ethics and philosophy of the tutoring program.
2. Review the mission statements of the ASC and the tutoring program:

The **Academic Support Center's** mission is to provide a solid foundation that enables students to become confident, capable, independent learners. Competent and caring instructors will guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes they need to reach their goals, in a safe and encouraging learning environment.

The **Academic Support Center Learning Lab's** mission is to empower students to become confident, capable, independent learners. The Lab will provide qualified tutors and resources that support students in their quest to reach their goals, in a safe and encouraging learning environment.

3. Follow-Up Assignment:

Complete and submit self-evaluation and set up evaluation appointment with supervisor.

Email self-evaluation to cstewart@msubillings.edu, due by **TBA**.

Module 9 – Evaluation (1.0 Hour)

Meet with supervisor to discuss evaluation.

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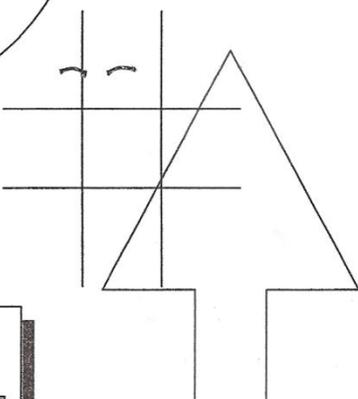
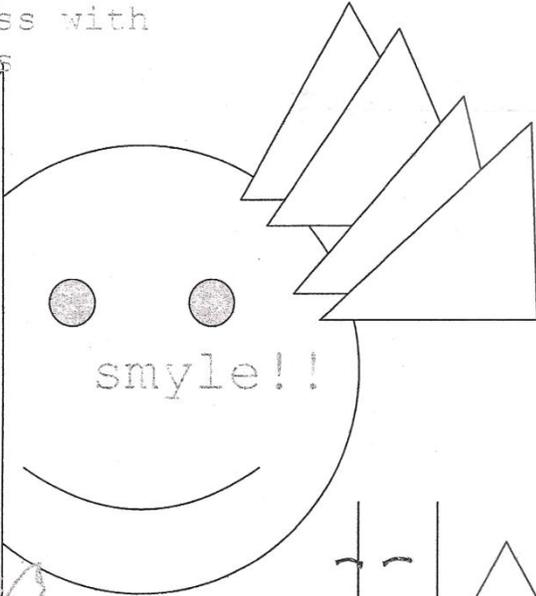
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ADHD SIMULATION

1. PAY ATTENTION

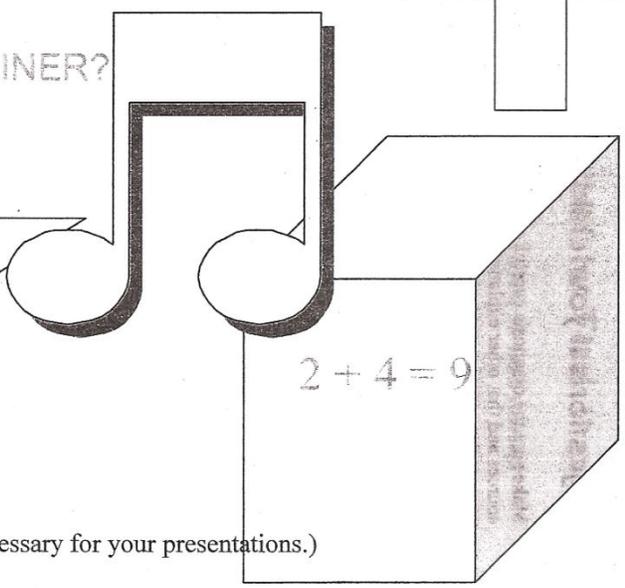
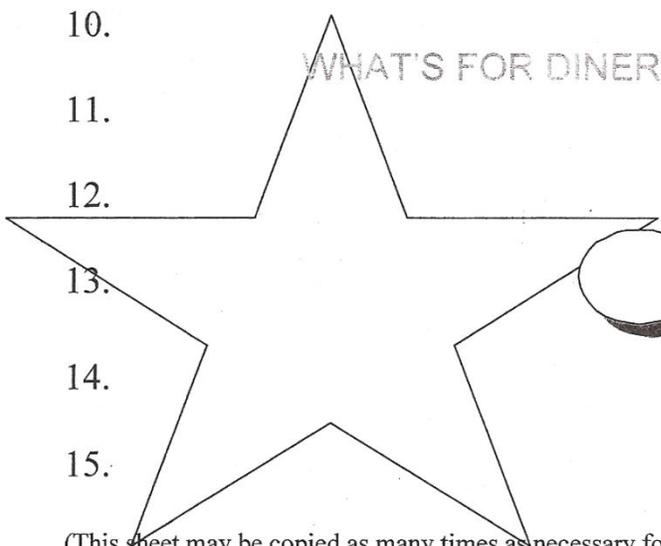
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WHAT'S FOR DINER?



(This sheet may be copied as many times as necessary for your presentations.)