NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CRLA I Topics and Assignments**

|  |  |  |
| --- | --- | --- |
| **Topic Number** | **Topic Title** | **Topic Assessment** |
| **1** | Definition of Tutoring and Tutor Responsibilities | *Written Tutoring Philosophy* Write a paragraph that defines your tutoring philosophy. You may touch on areas such as: your role as a facilitator, your methods of organization during a session, and communication with students. |
| *DUE:* ***at Orientation***  |  |
| **2** | Basic Tutoring Guidelines and/or Tutoring Do’s and/or Tutoring Don’ts | *Role Play Sticky Situations***In-Class Assignment (groups)** |
| ***Completed on Training Day*** |  |
| **3** | Compliance with the Ethics and Philosophy of the Tutor Program and/or Sexual Harassment and/or Plagiarism | *University Policy Summary*Tutor needs to restate the institutions policies on sexual harassment and plagiarism in addition to knowing the location of where to find these policies |
| *DUE:* ***at Orientation***  |  |
| **4** | Techniques for Successful Beginning and Ending a Tutor Session | *Tutor Observation* Complete an observation of a certified tutor and turn in the Tutoring Observation Form |
| *DUE:* ***Friday, 10/6/2017 or sooner*** |
| **5** | Other Topic – Reflective Listening and Socratic Questioning Method | *Reflective Listening and Socratic Questioning Worksheet*Complete and turn in the Reflective Listening/Socratic Questioning Worksheet |
| *DUE:* ***Friday, 9/15/2017***  |  |
| **6** | Role Modeling | *SQ3R Short Essay*Make a personal plan assessment using the SQ3R method. Apply it to a situation for yourself and/or a student you may work with in the lab. Half to one page in length. |
| ***Personal Plan: Completed on Training Day****DUE:* ***Apply your plan to a student and turn in by Friday, 10/27/2017*** |
| **7** | Referral Skills (1 hr) | *Tour of Campus*Highlight each destination when found and turn in your highlighted map.  |
| ***Completed at Training*** |  |
| **8** | Adult Learners (30 min) | *Learning Styles Assessment*1. Complete the learning styles assessment at <http://literacyworks.org/mi/assessment/findyourstrengths.html>
2. Print the results.
3. Identify your 3 strongest learning styles.
4. What do they mean in your own words?
5. How can you use those strengths to improve your own learning?

Return the assessment and the answered questions. |
| *DUE:* ***Friday, 9/15/2017 or sooner.*** |  |
| **9** | Self-Evaluation | Tutor Self-Reflection: complete the form approximately half way through the semester. Preferably after a few tutoring sessions.Tutor Self-Evaluation: complete this form at the end of the term. |
| *DUE:* ***Tutor Self-Reflection on Friday, 10/27/2017*** ***Tutor Self-Evaluation on Friday, 12/8/2017*** |

**Topic 1 Standard:** The tutor understands the definition of tutoring; the departmental job description; the role of tutors, and is able to distinguish tutoring from other pedagogical strategies and roles (e.g., supplemental instruction, mentoring and teaching)

**Topic 1 Outcome:** At a minimum the reviewers are looking for you to focus on information provided in the tutor’s job description; the policies and procedures of your tutoring program/institution and any other documentation in your tutor handbook that sets expectations for tutor behavior and interaction with tutees, faculty, staff, etc.

**Topic 2 Standard:** The tutor knows and understands the expected behaviors and practices of the tutorial program and her/his specific operating procedures as well as practices and behaviors that are considered both appropriate and inappropriate for her/his position.

**Topic 2 Outcome:** The tutor exhibits appropriate protocol and behaviors in terms of job duties; responsibilities; policies and procedures.

**Topic 3 Standard:** The tutor understands the importance of ethical standards of tutoring behavior (develop and standardized by ATP) in consideration of both professional standards (such as ATP) and institutional guidelines and requirements and follows the guidelines set forth by the tutor training program relative to ethics; the institution relative to sexual harassment and plagiarism.

**Topic 3 Outcome:** The tutor complies with all institutional guidelines and requirements in keeping with best practices as taught during tutor training.

**Topic 4 Standard:** The tutor can begin and end the session based on the guidelines of the tutorial program as outlined in the job description; tutor training and tutor handbook, and can conduct a tutoring appointment appropriately (middle).

**Topic 4 Outcome:** The tutor incorporates all of the elements of a beginning, middle and end of a tutoring session to include: an appropriate greeting; friendly demeanor; student-driven agenda; an active learning experience and an opportunity for the both the tutor and student to summarize the content; check for understanding; plan for follow-up sessions (if appropriate) and conclude with a positive statement.

**Topic 5 Standard:** The tutor understands the importance of Reflective (active) listening and Socratic questioning methods while beginning, in the middle and ending a tutoring session.

**Topic 5 Outcome:** The tutor is able to explain and demonstrate good reflective listening habits. The tutor is able to incorporate Socratic questions regularly into each tutoring session to check for understanding on a regular, reoccurring basis during the tutoring process.

**Topic 6 Standard:** The tutor understands the importance of serving as a role model for learners when tutoring.

**Topic 6 Outcome:** The tutor is able to explain, demonstrate and incorporate study habits and academic success strategies consistent with those emphasized during tutor training. This may include practices such as: using a calendar to schedule and note appointments; practicing SQ3R study techniques; creating a personal planning schedule that supports adequate study time; communicating with faculty to get positive results (both email and in-person), etc.

**Topic 7 Standard:** The tutor understands the importance of serving as a role model for learners when tutoring.

**Topic 7 Outcome:** The tutor is able to explain, demonstrate and incorporate study habits and academic success strategies consistent with those emphasized during tutor training. This may include practices such as: using a calendar to schedule and note appointments; practicing SQ3R study techniques; creating a personal planning schedule that supports adequate study time; communicating with faculty to get positive results (both email and in-person), etc.

**Topic 8 Standard:** The tutor is aware of and understands the basic principles of adult learning theory (Knowles); and/or the basic theory and recommended strategies for working with students with a broad range of learning preferences (learning styles); and/or learning theory as it relates to traditional college students.

**Topic 8 Outcome:** The tutor incorporates specific differentiated tutoring strategies to meet various needs of learners based on learner preferences, strengths/weaknesses, background, or prior knowledge.