

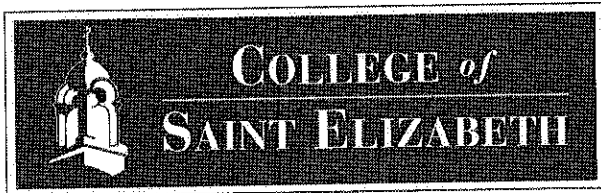
CRLA Five Year Re-Certification Application (Level 1, Level 2, & Level 3) *Table of Contents*

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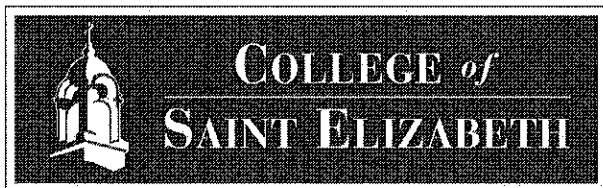


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CRLA Five Year Re-Certification 3rd Stage: Re-Certification ITPC Program Application Packet

1. Training Program and Institution Details for Certification:

Institution Name: College of Saint Elizabeth

Program Name: Conklin Academic Skills Center

Program's Webpage URL Address Link: www.cse.edu/academics/academic-support/

Program's Complete Mailing Address: Conklin Academic Skills Center
College of Saint Elizabeth
2 Convent Road

City, State/Province, Zip/Postal Code: Morristown, NJ 07960-6989

Name(s) of the Primary & Other Contact Person(s) & their Position Title(s):

Application Agreement: As the primary "Contact" for the program submitting this application, you and your program agree to continue to follow the guidelines that you have submitted in this application packet. (Please list only permanent employee(s) to facilitate future email communication - no grad. assistants, temps, etc.)

- | | | | |
|-------------------------------|--------------------|--|--------------|
| 1.) Dr. Risa P. Gorelick | Director | rgorelick@cse.edu | 973-290-4303 |
| 2.) Ms. Catherine Gruenfelder | Asst. Director | cgruenfelder@cse.edu | 973-290-4342 |
| 3.) Ms. Nancy Snyder | Office Coordinator | nsnyder@cse.edu | 973-290-4325 |

Fax Phone #: 973-290-4399

2. Optional questions used only for statistics & demographic research by other CRLA members:

Primary Contact is a CRLA Member: ___ Yes x___ No
(Personal or Institutional CRLA membership is not required for participation in the ITPC program)

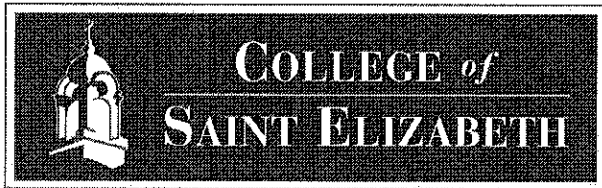
Type of Institution: ___ 1 yr ___ 2 yr Fr-Sph ___ 3-4 yr Jr-Sr x___ 4 yr Fr-Sr (with graduate programs) ___
Bus ___ Other

Funding Source: ___ Public x___ Private ___ Business ___ Other (specify): _____

3. Certification Level(s) requested using this application: (Mark an "X" for each level requested.) (Fees can be combined if you are also applying now to add this level(s) to your current certification)

- Level 1 / Certified Tutor (5 year re-certification)
- Level 2 / Advanced Certified Tutor (5 year re-certification)
- Level 3 / Master Certified Tutor (5 year re-certification)

4. Non-refundable Fee for application(s) for the SAME PROGRAM, submitted together (effective 7/1/09):



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(Fees can be combined if you're **now** also submitting another application to add a new level(s) to your current certification.)

If submitting an online application is a problem, contact Rick Sheets at: rick.sheets@crla.net .

Fee schedule for online and paper applications is also listed on the "Instructions" pages of this application.

http://www.crla.net/itpc/application_process.htm (**Always verify current fees on our website.**)

5. **Email Application Packet file to ONLY : itpc@crla.net** (only email address that can receive large files)

[**Note:** Name your email "Subject:" field using this format. Providing "***Program Details**" expedite processing.]

Country,StateAbbrev,InstName,Campus,City,PrgrmName-Levels,N(new)/RR(renew)/RC(recert),part 1 (pt1,pt2,...)

Sample: USA, ZZ, Sample U., Zville Campus, Zville, Learning Assistance Center – L123, RC, pt 1

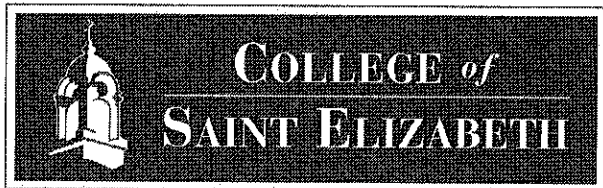
6. "BRIEF PROGRAM OVERVIEW" FOR THE LEVELS REQUESTED ON THIS APPLICATION

A) College and Tutoring Program History:

The College of Saint Elizabeth is a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures. Founded in 1899 by the Sisters of Charity of Saint Elizabeth, the College has a strong tradition of concern for the poor, for developing leadership in a spirit of service and social responsibility, and a commitment to the promotion of women as full partners in society. Through the vision of Saint Elizabeth Ann Seton, Saint Vincent de Paul, Saint Louise de Marillac and Mother Mary Xavier Mehegan, CSE continues to support women and men as they search for intellectual and personal growth in the caring and supportive atmosphere of a Catholic liberal arts college.

The College is proud to offer a large variety of programs to meet the challenges of the 21st century. Students have the following options in selecting a program of study that best meets their needs:

- **The Women's College** - the undergraduate Women's College enables women to gain the knowledge and experiences they need to achieve their full potential academically, personally, spiritually and professionally.
- **Continuing Studies** - Undergraduate Programs for Women and Men - flexible coeducational evening, weekend, and online programs leading to a bachelor's degree meet the



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needs of adult learners seeking to advance their careers. We also offer a separate undergraduate day program for adult women.

- **Graduate Programs** - evening, weekend and online master's programs and a fully subscribed doctoral program are designed to help women and men advance in high-demand fields and professions. These programs prepare our students to stand out as ethical, knowledgeable leaders, who acting in the spirit of service and active engagement, excel in their professions, communities, and daily lives.
- **Professional Certificate Programs** - CSE offers coeducational evening, weekend and online programs leading to certification in counseling, education, health care, management, ministry, nutrition and other fields.

The Conklin Academic Skills Center (CASC), formerly the Learning Center, has been in existence in various incarnations for about 20 years. CASC serves ALL student populations at the College of Saint Elizabeth: the Women's College, Continuing Studies, Graduate Programs, and Professional Certificate Programs by offering free tutoring in a variety of subject areas (though 80% of the tutoring done by CASC is in writing and math). CASC has been CRLA accredited for a number of years. According to our records, CASC applied for and received CRLA certification for all three levels in June 2003. CASC received re-certification in 2006. We are applying for another 5 year re-certification of all three levels.

CASC has had a number of directors in the past 5 years. The current director, Dr. Risa P. Gorelick, and the assistant director, Catherine A Gruenfelder, started in September 2010. Prior to this leadership, the following people served as directors: Myrrh Domingo (2009-2010), Cynthia Epp (2008-2009), and Virginia Reiner (2001-2008).

B) Program Objectives/Mission:

The mission of the Conklin Academic Skills Center at the College of Saint Elizabeth is to help students become independent, life-long learners by providing free, high-quality academic assistance to all students through one-on-one and small group tutoring in a wide range of content areas, as well as workshop presentations on study skills and learning strategies.

The CASC is also a resource for the academic community at large— including faculty and staff— for information on learning styles, improving student motivation, enhancing student responsibility, and creating more pedagogically effective assignments.



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The Conklin Academic Skills Center is staffed by highly motivated and well-trained directors, peer tutors, and professional academic specialists. Students may request **FREE tutoring** either on an individual basis or in small groups. We offer Walk-In Tutoring for Math and Writing and appointments for tutoring in a variety of academic subjects.

Our program objectives are to provide high-quality academic assistance to all students; to offer bi-annual, rigorous training to our tutors so that they will continually develop their tutoring skills; to train tutors to help students understand how they learn to promote independence; to develop a cohesive team of tutors who are committed to our vision of promoting life-long learning.

C) Reporting Lines:

The Center falls under the auspices of the Vice President and Dean for Academic Affairs and reports directly to Dr. Carol Strobeck, Dean of the Women's College.

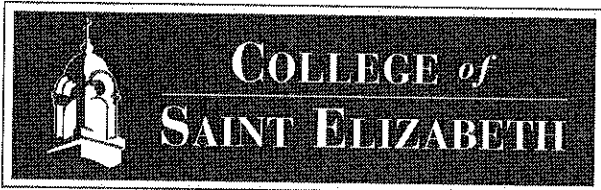
D) Source of Funding:

We have always been and remain self-funded; we use budgeted departmental monies to pay tutors, purchase training and other supplies, and subscribe to tutoring journals and pay membership dues.

E) Services and Students Served:

Our program serves all students who attend the College, including traditional-age Women's College students, Educational Opportunity Fund students, international students, Continuing Studies students and an increasing number of graduate students at the master's and doctoral level.

During the 2010-2011 academic year, the Conklin Academic Skills Center [CASC] filled an estimated 500 tutor requests with over 1600 tutoring sessions. CASC continued to fulfill its mission of being a supportive and accessible resource to all CSE students.



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Fall 2010 Semester:		Spring 2011 Semester:	
Total number of visits	854	Total number of visits	482 *
Appointments (81%)	694	Appointments (18%)	86
Walk-ins (19%)	160	Walk-ins (82%)	396
ESL (40%)	339	ESL (49%)	234
CAPS (6%)	53	WC (55%)	264
CAPS10 (3%)	31	CS (27%)	129
EOF (21%)	183	Grad (11%)	54
Nursing: (4%)	38	Nursing (6%)	32
<p>The fall semester statistics were compiled from the pay sheets filled out by each tutor. Other information came from looking up Power Campus.</p>		<p>*NOTE: Accutrack reports we had 748 visits in Spring 2011.</p> <p>The spring semester statistics were compiled from the assessment forms filled out by each tutor.</p>	

F) Program Location and Facility:

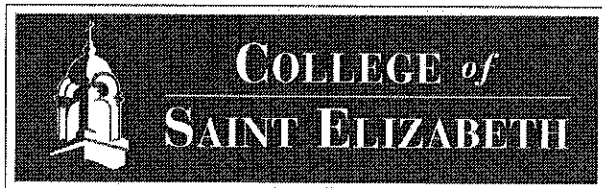
In January 2005 our Center was relocated and renamed. CASC is centrally located on the second floor of the library in a suite that includes 3 offices, a conference room, a testing space for learning disabled students, a large main tutoring room, a state-of-the-art computer lab, and a copier/scanner. The Students with Disabilities director has an office in our suite.

G) Training Guidelines (Administration; selection, hours, tracking, evaluation, etc.):

Administration: CASC is administered by the director, assistant director, and the office coordinator.

Tutor Selection:

Peer tutors are selected based on faculty recommendation for a specific course or subject area (e.g. a major in the specific subject). All tutors are interviewed by the director and/or assistant director. Tutors must have received grades of "A" in the courses in which they tutor.



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Specialist Tutors (who have completed a Bachelor's degree) apply for any openings that the college's human resources has approved to hire and advertised for the position. We have writing and math specialist tutors. Tutors submit resumes and selected people are interviewed for any opening. Those with tutoring/teaching experience are prioritized. Selected specialist tutors must attend all training sessions.

Hours: CASC has both tutoring appointments and walk-in hours. We are open MWF 9AM-5PM and TR 9AM-8PM. Appointments are generally 30 minutes long (though sometimes students are permitted double-appointments). Walk-in sessions vary in length (20-30 minutes, depending on how busy CASC is).

Tracking: Tutors fill out tutor assessment forms for each student with whom they work. Forms are scanned and emailed to the students' professor so the professor can see what is covered in each session and know which students are coming in for tutoring.

Accutrack: CASC currently uses Accutrack to have students sign in/out of tutoring sessions. We keep a manual count of tutors and their hours, as not everyone remembers to sign in/out of Accutrack.

Tracking of Tutor's/Specialist's Training Hours: Attendance is taken and the tutor/specialist is paid at her hourly rate for attending training (4 hours of training per term and one hour per term of observing a tutor while tutoring). CASC keeps track of training sessions and observations on a spreadsheet and through payroll documentation.

Evaluation: The director, assistant director and/or the office coordinator review tutor schedules and assessment forms to insure that tutors are paid for the hours that they work. Tutors keep track of their hours and give completed timesheets to the director for her signature.

Tutors are evaluated by observation and their participation in mandatory training sessions.

H) How Training is Conducted:

Formal training is conducted twice per year, usually on a Saturday at the start of the semester. The Director and Assistant Director facilitate the presentations and subsequent question/answer periods at all training sessions. Training is a three-pronged process each semester.

First, peer tutors and specialists are required to attend the **4-hour training session (8 hours of training per academic year)**. All are paid their hourly rate to attend the training sessions. At the formal training at the start of the semester, our training sessions deal with pertinent topics, such as encouraging active learning, ethical issues involved in "paramedic" tutoring, managing sessions effectively, and using a variety of tutoring techniques. The 12-Step Tutoring Cycle is reviewed at



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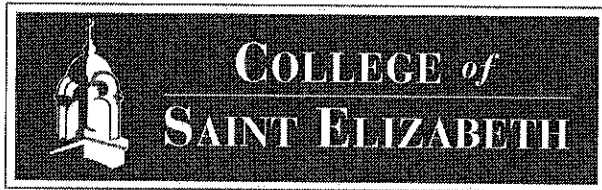
every session, as are Basic Do(s) and Don't(s). Presentations at tutor training, such as role-plays, panel discussions, and skits, are highly interactive and tutor-led.

Second, peer tutors and specialists are also required to view a tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance. The Director in turn responds to the reflection. This counts for **one hour toward certification**.

Finally, peer tutors and specialists earn an **additional hour** by submitting a workshop they can give, aimed at a particular audience (e.g. ESL learners, relaxation techniques, test taking strategies). All must reflect on the techniques they use with the tutee and consider ways to improve their interactions to better address the tutee's needs. The workshop counts as one hour of training towards certification. Once the tutor/specialist has submitted the workshop materials (PowerPoint, brochure, script, etc.), she can be scheduled to offer the workshop during center hours. If a peer tutor does not feel ready to produce a workshop, she may view an additional tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance.

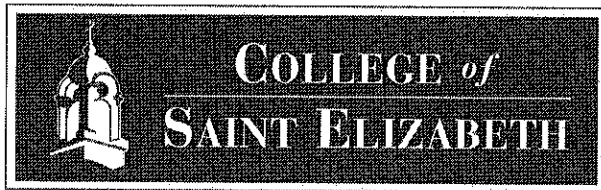
All peer tutors and specialists are observed tutoring (either one-on-one or in a group setting) by the director or assistant director at least once per year (**one hour of training**: 30 minute session observation and 30 minutes of a consultation with the director or assistant director). The tutor meets with the director and/or assistant director to discuss the session and offer tips for future tutoring.

7. Summary Chart(s) of Tutor Training Topics, Materials, & Documents / Files used for Each Level on This Application. The chart(s) gives the reviewers a brief "snap-shot" of your program, before you present your more detailed explanations and documentation of your program. Use the table headings listed in the sample charts below to create a chart of topics, materials, and documents used in your tutor training program for each level requested on this application.



**7.1 LEVEL I: TOPICS, MATERIALS, AND DOCUMENTATION
(SUMMARY CHART)**

Topic	When Covered	Amount of time	Methods	Materials Used/ Documentation
Opening Discussion; Pertinent Issues; Introduce Tutors/ Specialist/Staff	Fall & Spring	60 min	Ice Breaker	Handouts depending on topic(s) covered
Definition of tutoring & tutor responsibilities	Fall & Spring	15 min	Covered in handbook and workshop	Tutor Handbook Training materials
Tutoring Dos & Don'ts	Fall & Spring	45 min	Covered in handbook & workshop. Role Play	Tutor Handbook
Techniques for successfully beginning & ending a tutor session	Fall	45 min	Covered in handbook and workshop. Role Play	Step-by-Step: Beginning and Ending a Tutoring Session Brochure/lesson plan (Erin Andersen) 12 Step Tutoring Cycle PowerPoint
Adult Learners/Learning theory/Learning style	Fall	45 min	Covered in workshop	Adult Learner's Learning Theory, Learning Styles(Laura Cole)
Assertiveness/Handling difficult students	Fall	45 min	Ice breaker/Role Play	Video
Setting goals/planning tutoring session	Spring	45min	Workshop	PowerPoint
Active Listening/Paraphrasing	Spring	45 min	Role Play	Active Listening handouts
Study skills	Spring	45 min	Small group discussion & then large discussion	Test Preparation brochure Managing Test Anxiety brochure



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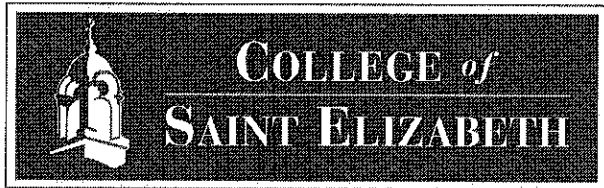
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7.2 LEVEL II: TOPICS, MATERIALS, AND DOCUMENTATION (SUMMARY CHART)

Topic	When Covered	Amount of time	Methods	Materials Used/ Documentation
Opening Discussion; Pertinent Issues; Introduce Tutors/ Specialist/Staff	Fall & Spring	60 min	Ice Breaker	Handouts depending on topic(s) covered
Identifying and using resources	Fall	90 min	Covered in Handbook/Workshop/ Small groups	Handbook Sample situations worksheet
Cultural Awareness & inter-cultural communications/ Diversity	Fall	90 min	Role Play/Discussion	ESL/Disability (materials from International Office & Disabilities Office)
Assessing or Changing Study Behaviors	Spring	90 min	Take Inventory & discuss	Learning Styles Survey for College interactive survey
Tutoring in specific skill or subject areas	Spring	90 min	Workshop/Role Play/Discussion	Handbook Subject specific presentations

7.3 LEVEL III: TOPICS, MATERIALS, AND DOCUMENTATION (SUMMARY CHART)

Topic	When Covered	Amount of time	Methods	Materials Used/ Documentation
Opening Discussion; Pertinent Issues; Introduce Tutors/ Specialist/Staff	Fall & Spring	60 min	Ice Breaker	Handouts depending on topic(s) covered
Self-Regulated Learning/ Brain Learning/Memory	Fall	90 min	Role Play/Discussion	Self-Regulated Learning PowerPoint, Handouts in binder
How to tutor Target Populations	Fall	90 min	Role Play/Discussion	Adult & ESL overlap; Communication and Gender
Structuring the learning experience	Spring	90 min	Discussion/Role Play	Structuring the Learning Experience PowerPoint practice scenario "Structuring the Learning Experience for The Client"
Group Management	Spring	90 min	Role Play/Discussion	Group Tutoring and Management handout



8. Document Bibliography: Your documents/files verify how your program meets certification requirements.

[NOTE: Creating this “Document Bibliography” is usually done as the last step in the application process.]

The “**Documentation**” you provide show that your program has “Met” at least the minimum requirements for each level of certification requested, & should **include all of the following components**:

- 1) a brief statement of how your program accomplishes that criteria requirement;
- 2) a brief description of how your program tracks/documents how the minimum requirement is “Met”;
- 3) enough examples/samples to enable CRLA Reviewers to verify the excellence of your program;
- 4) a clear, descriptive title for each of your attached documents/files, with page number(s) specified; &
- 5) the complete listing of each document/file referenced in this application. (APA format not required.)

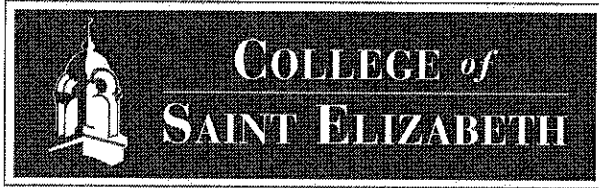
Naming Examples (APA format not required.): “Level 1: Learning Styles Presentation.ppt, #2-8” or “End of Semester Tutor Evaluation by Supervisor.doc, pp. 1-3.”

This enables the reviewers to identify the purpose & reason for each attached document.

Brevity is appreciated. Using condensed, but complete documentation expedites a program’s certification.

Some **examples of usual documentation items** include:

- a. course syllabi,
- b. workshop overview, or program description,
- c. time logs,
- d. tutor training guides,
- e. titles & ISBN numbers of copyrighted books, videos, DVDs, surveys, or, other training materials,
- f. working address links for Web pages or Websites,
- g. brochures/flyers/posters/memo samples,
- h. worksheet samples, or,
- i. handout samples.



Be aware of copyright concerns in your documentation.

COPYRIGHT REMINDER: “Compliance with federal copyright law is expected of all CRLA ITPC programs. It is our legal and ethical responsibility to give authorship credit for all materials we use in the classroom, and use for tutor and mentor training. Additionally, it is our legal and ethical responsibility to purchase, or have students purchase, any copyrighted materials used in training. Programs found to be in violation of copyright law will lose their CRLA-ITPC certification.”

Page heading for your document bibliography: **CRLA Document Bibliography Section 8**

8. “DOCUMENT BIBLIOGRAPHY” FOR THE LEVELS REQUESTED ON THIS APPLICATION

9. VERIFICATION OF YOUR TUTOR TRAINING PROGRAM

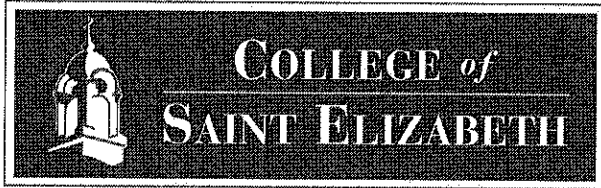
In sections 9 A-F on this application, you will see an outlined listing of each set of requirements needed for a program’s certification at that level. (Web Link: http://www.crla.net/itpc/certification_requirements.htm)

Within parts A-F, you are generally asked to provide the following program information with documentation:

- 1) a brief statement regarding how your program accomplishes the criteria requirements for that level,
- 2) if your program has either “Met” or “Exceeded” the minimum requirements for that level,
- 3) a brief description of how you track/document how the requirements are being completed,
- 4) enough samples to enable CRLA Reviewers to verify the excellence of your program, and
- 5) the necessary “**Documentation**” needed to briefly and clearly demonstrate patterns of evidence of the **who, what, when, where, and how** of your tutor training program.

Within your “**Documentation:**” for each level, and set of requirements, include the following:

- a) samples and examples,
- b) a brief statement of how that document verifies your compliance,
- c) complete, working Web file links that illustrate your program’s compliance,
- d) condensed, but complete documents/files, with descriptive titles & page numbers specified for each referenced requirement.



Naming Examples: “Level 1: Learning Styles Presentation.ppt, #2-8 ” or “End of Semester Tutor Evaluation by Supervisor.doc, pp. 1-3”.

- e) inclusion of each document/file listed within this application within # “**8. Document Bibliography.**”

Remember to attach each document/file referenced to the application packet email. Following all these steps enables the reviewers to quickly identify the purpose & connection of each attached document/file.

Naming Examples: “Level 1: Learning Styles Presentation.ppt, #2-8 ”, or,
“End of Semester Tutor Evaluation by Supervisor.doc, pp. 1-3”.]

9. (Parts A-F) Questions on Certification Requirements for Each Level

Within parts A-F that follow, please provide complete answers for each of the questions listed, and be sure to list the documentation to confirm your compliance with the requirements that level, and to attach those files:

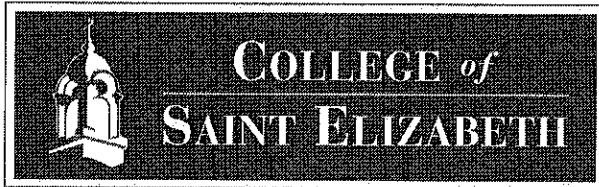
9-A. Amount and Duration of Tutor Training for Each Level Applied for on This Application:

1. List the number of hours involved in your tutor training. [a minimum of 10 hrs is required at each level]
2. Indicate if you have “Met” or “Exceeded” the minimum of the required 10 training hours per Level.
3. What time periods are used for your tutor training? (quarters, semesters, year-long, etc.), and
4. What tracking methods are used for your tutor training to document training attendance?
5. What structure is used for your tutor training at each level? (taught as a course, or, as a non-course)
6. **Documentation:** your clearly titled documents/files (with page numbers specified) should verify:
 - a. how this minimum is “Met” by your program, usually via samples of training materials, logs; and,
 - b. how you document that your program has met this requirement; and,
 - c. that the attached documents/files are included in the “**8. Document Bibliography**” of this application

Naming Examples: “Level 1: Learning Styles Presentation.ppt, #2-8 ”, or,
“End of Semester Tutor Evaluation by Supervisor.doc, pp. 1-3”.]
“Tutor Training Syllabus”, pages 2-4]

9-A.1: Level 1 (L1)

1. Number of hours for Level 1: 10 [Minimum required: 10 hrs total.]
(a minimum of 10 cumulative hours of tutor training).
2. The requirements of Level 1 are: x Met or Exceeded



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3. The 1st set of Tutor Training Sessions is done in: Quarters Semesters Other (specify):
4. The method(s) we use to track/document our training sessions is: attendance spreadsheet _____
5. Our tutor training is done as a: Course Non-Course Other (specify):
6. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how our program has “Met” at least the minimum requirements,
(suggested examples can include: sample tracking reports, tutoring-logs, etc.), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application

Tutoring and Training Tracking sheet pg. 1

Tutoring Session Record pg. 1

Writing Assessment Form pg. 1

Subjects other than Writing Assessment Form pg. 1

Tutee Sign in Log pg. 1

9-A.2: Level 2 (L2)

1. Number of hours for Level 2: 10 [Minimum required: 10 hrs total beyond the 10 hrs minimum for L1]
(a minimum of 20 cumulative hours of tutor training).
2. The requirements of Level 2 are: Met or Exceeded
3. The 2nd set of Tutor Training Sessions is done in: Quarters Semesters Other (specify):
4. The method(s) we use to track/document our training sessions is: attendance spreadsheet _____
5. Our tutor training is done as a: Course Non-Course Other (specify):
6. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how our program has “Met” at least the minimum requirements,
(suggested examples can include: sample tracking reports, tutoring-logs, etc.), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application

Tutoring and Training Tracking sheet pg. 1

Tutoring Session Record pg. 1

Writing Assessment Form pg. 1



Subjects other than Writing Assessment Form pg. 1

Tutee Sign in Log pg. 1

9-A.3: Level 3 (L3)

1. Number of Hours for Level 3: 10 [Min. required: 10 hrs total beyond 10 hrs L1 min. & 10 hrs L2 min.]
(a minimum of 30 cumulative hours of tutor training).
2. The requirements of Level 3 are: Met or Exceeded
3. The 3rd set of Tutor Training Sessions is done in: Quarters Semesters Other (specify):
4. The method(s) we use to track/document our training sessions is: attendance spreadsheet _____
5. Out tutor training is done as a: Course Non-Course Other (specify):
6. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how our program has “Met” at least the minimum requirements, (suggested examples can include: sample tracking reports, tutoring-logs, etc.), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application

Tutoring and Training Tracking sheet pg. 1

Tutoring Session Record pg. 1

Writing Assessment Form pg. 1

Subjects other than Writing Assessment Form pg. 1

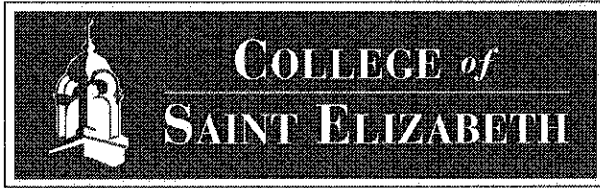
Tutee Sign in Log pg. 1

9-B. Mode of Tutor Training for Each Level Applied for on This Application [within min. # of hrs listed]

1. Describe the training modes used in your tutor training for each Level applied for on this application.

Modes Required: Your training MUST use all 3 of these required training components:

- a. Tutor-trainer supervised, and
- b. Interactive, and
- c. Live / Real-time training.



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2. Describe the training forms used in your tutor training for each Level applied for on this application. One or more of these forms can be used (using a variety of formats is strongly recommended):
 - workshop instruction / seminar session
 - face-to-face discussions, or, online discussions
 - Multi-User Virtual Environment (MUVE, like Second Life)
3. Additional / remaining training time can use these modes as the main delivery medium:
 - a. Videotapes/DVD's/websites
 - b. Conferences with tutor trainer/supervisor
 - c. Web-quests, Podcasts, Webcasts, Wikis, Blogs
 - d. Texts, handouts, scavenger hunts
 - e. Special tutor projects
 - f. Other (please specify): _____
4. Indicate if you have "Met" or "Exceeded" the minimum number of training hours indicated for each level, using all 3 required training components
5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how this minimum is "Met" (usually through samples of training materials, logs, etc.), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the "**8. Document Bibliography**" of this application

[Bibl. Example: "Tutor Training Syllabus", pages 6-8]

9-B.1: Level 1 (L1):

Pre-requisite: No prior CRLA tutor training or certification is required to begin L1 Tutor Training.

1. Describe the training modes used for training Level 1 tutors.

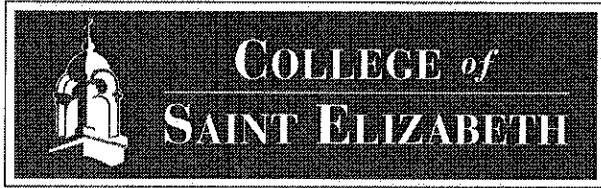
L1 Requirements: a min. of 6 hours of training, **and MUST use all 3 of these training components:**

- a) Tutor-trainer supervised, b) Interactive, and c) Live / Real-time training.

All three components are used. See training forms.

2. Describe the training forms used for training Level 1 tutors. (Varied formats are recommended.)

First, peer tutors and specialists are required to attend the **4-hour training session (8 hours of training per academic year)**. All are paid their hourly rate to attend the training sessions. At the formal training at the start of the semester, our training sessions deal with pertinent topics, such as encouraging active learning, ethical issues involved in "paramedic" tutoring, managing sessions effectively, and using a variety of tutoring techniques. The 12-Step Tutoring Cycle is reviewed at



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every session, as are Basic Do(s) and Don't(s). Presentations at tutor training, such as role-plays, panel discussions, and skits, are highly interactive and tutor-led.

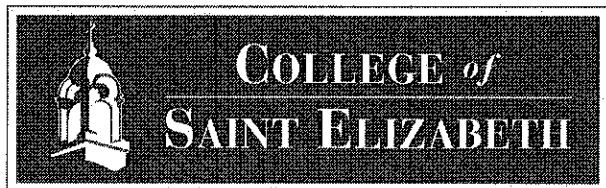
Second, peer tutors and specialists are also required to view a tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance. The Director in turn responds to the reflection. This counts for **one hour toward certification**.

Finally, all peer tutors and specialists are observed tutoring (either one-on-one or in a group setting) by the director or assistant director at least once per year (**one hour of training**: 30 minute session observation and 30 minutes of a consultation with the director or assistant director). The tutor meets with the director and/or assistant director to discuss the session and offer tips for future tutoring.

3. Describe the main delivery medium(s) used for any remaining training time for Level 1 tutor training.

Peer tutors and specialists earn an **additional hour** by submitting a workshop they can give, aimed at a particular audience (e.g. ESL learners, relaxation techniques, test taking strategies). All must reflect on the techniques they use with the tutee and consider ways to improve their interactions to better address the tutee's needs. The workshop counts as one hour of training towards certification. Once the tutor/specialist has submitted the workshop materials (PowerPoint, brochure, script, etc.), she can be scheduled to offer the workshop during center hours. If a peer tutor does not feel ready to produce a workshop, she may view an additional tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance.

4. The requirements of Level 1 are: Met or Exceeded
5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how this minimum is at least "Met" (including samples of training materials, logs, etc.), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the "**8. Document Bibliography**" of this application.



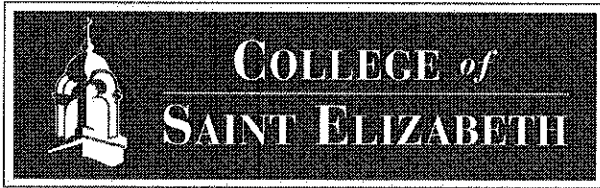
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LEVEL I: TOPICS, MATERIALS, AND DOCUMENTATION

Topic	When Covered	Amount of time	Methods	Materials Used/ Documentation	Met/Exceeded Criteria? How?
Opening Discussion; Pertinent Issues; Introduce Tutors/ Specialist/Staff	Fall & Spring	60 min	Ice Breaker	Handouts depending on topic(s) covered	Met. participated in Role Play/Discussion
Definition of tutoring & tutor responsibilities	Fall & Spring	15 min	Covered in handbook and workshop	Tutor Handbook Training materials	Exceeded: participated in Role Play/Discussion
Tutoring Dos & Don'ts	Fall & Spring	45 min	Covered in handbook & workshop. Role Play	Tutor Handbook	Exceeded: participated in Role Play/Discussion
Techniques for successfully beginning & ending a tutor session	Fall	45 min	Covered in handbook and workshop. Role Play	Step-by-Step: Beginning and Ending a Tutoring Session Brochure/lesson plan (Erin Andersen) 12 Step Tutoring Cycle PowerPoint	Exceeded: participated in Role Play/Discussion
Adult Learners/Learning theory/Learning style	Fall	45 min	Covered in workshop	Adult Learner's Learning Theory, Learning Styles(Laura Cole)	Exceeded: participated in Role Play/Discussion
Assertiveness/Handling difficult students	Fall	45 min	Ice breaker/Role Play	Video	Met. Watch video
Active Listening/Paraphrasing	Spring	45 min	Role Play	Active Listening handouts	Exceeded: participated in Role Play
Study skills	Spring	45 min	Small group discussion & then large discussion	Test Preparation brochure Managing Test Anxiety brochure	Exceeded: participated in Discussion



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9-B.2: Level 2 (L2):

Pre-requisite: Tutor **MUST** complete L1 Certification Requirements prior to beginning L2 training.

1. Describe the training modes used for training Level 2 tutors.

L1 Requirements: a min. of 4 hours of training, **and MUST** use all 3 of these training components:

- a) Tutor-trainer supervised, b) Interactive, and c) Live / Real-time training.

All three components are met. See training forms.

2. Describe the training forms used for training Level 2 tutors. (Varied formats are recommended.)

First, peer tutors and specialists are required to attend the **4-hour training session (8 hours of training per academic year)**. All are paid their hourly rate to attend the training sessions. At the formal training at the start of the semester, our training sessions deal with pertinent topics, such as encouraging active learning, ethical issues involved in “paramedic” tutoring, managing sessions effectively, and using a variety of tutoring techniques. The 12-Step Tutoring Cycle is reviewed at every session, as are Basic Do’s and Don’ts. Presentations at tutor training, such as role-plays, panel discussions, and skits, are highly interactive and tutor-led.

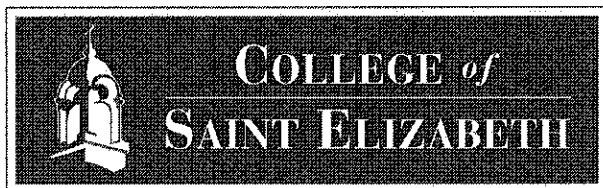
Second, peer tutors and specialists are also required to view a tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance. The Director in turn responds to the reflection. This counts for **one hour toward certification**.

Finally, all peer tutors and specialists are observed tutoring (either one-on-one or in a group setting) by the director or assistant director at least once per year (**one hour of training:** 30 minute session observation and 30 minutes of a consultation with the director or assistant director). The tutor meets with the director and/or assistant director to discuss the session and offer tips for future tutoring.

3. Describe the main delivery medium(s) used for any remaining training time for Level 2 tutor training.

Peer tutors and specialists earn an **additional hour** by submitting a workshop they can give, aimed at a particular audience (e.g. ESL learners, relaxation techniques, test taking strategies). All must reflect on the techniques they use with the tutee and consider ways to improve their interactions to better address the tutee’s needs. The workshop counts as one hour of training towards certification. Once the tutor/specialist has submitted the workshop materials (PowerPoint, brochure, script, etc.), she can be scheduled to offer the workshop during center hours. If a peer tutor does not feel ready to produce a workshop, she may view an additional tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance.

4. The requirements of Level 2 are: Met or Exceeded



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5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
- how this minimum is at least “Met” (including samples of training materials, logs, etc.), and,
 - how our program documents that we have met this requirement, and,
 - that these documents/files are included within the “8. Document Bibliography” of this application.

LEVEL II: TOPICS, MATERIALS, AND DOCUMENTATION

Topic	When Covered	Amount of time	Methods	Materials Used/ Documentation	Met/Exceeded Criteria? How?
Opening Discussion; Pertinent Issues; Introduce Tutors/ Specialist/Staff	Fall & Spring	60 min	Ice Breaker	Handouts depending on topic(s) covered	Met. participated in Role Play/Discussion
Identifying and using resources	Fall	90 min	Covered in Handbook/Workshop/ Small groups	Handbook Sample situations worksheet	Exceeded: participated in Role Play/Discussion
Cultural Awareness & inter-cultural communications/ Diversity	Fall	90 min	Role Play/Discussion	ESL/Disability (materials from International Office & Disabilities Office)	Exceeded: participated in Role Play/Discussion
Assessing or Changing Study Behaviors	Spring	90 min	Take Inventory & discuss	Learning Styles Survey for College interactive survey	Exceeded: participated in Role Play/Discussion
Tutoring in specific skill or subject areas	Spring	90 min	Workshop/Role Play/Discussion	Handbook Subject specific presentations	Exceeded: participated in Role Play/Discussion

9-B.3: Level 3 (L3):

Pre-requisite: Tutor **MUST** complete L1 & L2 Certification Requirements prior to beginning L3 training.

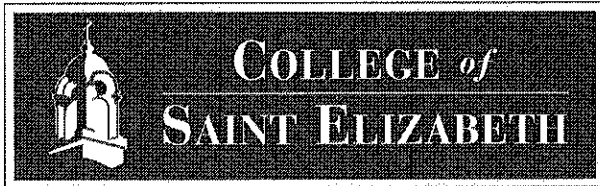
- Describe the training modes used for training Level 3 tutors.

L1 Requirements: a min. of 2 hours of training, **and MUST use all 3 of these training components:**

- Tutor-trainer supervised,
- Interactive, and
- Live / Real-time training.

All three training components are met. See training forms.

- Describe the training forms used for training Level 3 tutors. (Varied formats are recommended.)



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Formal training is conducted twice per year, usually on a Saturday at the start of the semester. The Director and Assistant Director facilitate the presentations and subsequent question/answer periods at all training sessions. Training is a three-pronged process each semester.

First, peer tutors and specialists are required to attend the **4-hour training session (8 hours of training per academic year)**. All are paid their hourly rate to attend the training sessions. At the formal training at the start of the semester, our training sessions deal with pertinent topics, such as encouraging active learning, ethical issues involved in “paramedic” tutoring, managing sessions effectively, and using a variety of tutoring techniques. The 12-Step Tutoring Cycle is reviewed at every session, as are Basic Do’s and Don’ts. Presentations at tutor training, such as role-plays, panel discussions, and skits, are highly interactive and tutor-led.

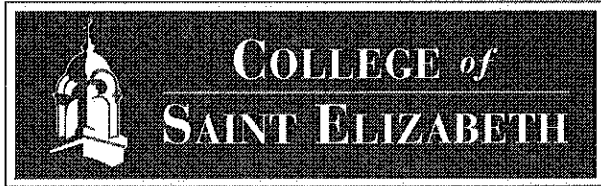
Second, peer tutors and specialists are also required to view a tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance. The Director in turn responds to the reflection. This counts for **one hour toward certification**.

Finally, all peer tutors and specialists are observed tutoring (either one-on-one or in a group setting) by the director or assistant director at least once per year (**one hour of training**: 30 minute session observation and 30 minutes of a consultation with the director or assistant director). The tutor meets with the director and/or assistant director to discuss the session and offer tips for future tutoring.

3. Describe the main delivery medium(s) used for any remaining training time for Level 3 tutor training.

Peer tutors and specialists earn an **additional hour** by submitting a workshop they can give, aimed at a particular audience (e.g. ESL learners, relaxation techniques, test taking strategies). All must reflect on the techniques they use with the tutee and consider ways to improve their interactions to better address the tutee’s needs. The workshop counts as one hour of training towards certification. Once the tutor/specialist has submitted the workshop materials (PowerPoint, brochure, script, etc.), she can be scheduled to offer the workshop during center hours. If a peer tutor does not feel ready to produce a workshop, she may view an additional tutoring-related video/podcast and submit a written reflection about how the film/podcast relates to learning assistance.

4. The requirements of Level 3 are: x Met or Exceeded
5. **Documentation**: these clearly titled documents/files (with page numbers specified) will verify:
 - a. how this minimum is at least “Met” (including samples of training materials, logs, etc.), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application



LEVEL III: TOPICS, MATERIALS, AND DOCUMENTATION

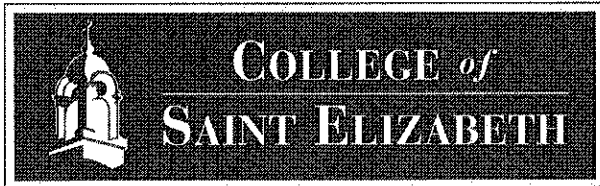
Topic	When ?	Time	Methods	Materials Used/ Documentation	Met/Exceeded Criteria? How?
Opening Discussion; Pertinent Issues; Introduce Tutors/ Specialist/ Staff	Fall & Spring	60 min	Ice Breaker	Handouts depending on topic(s) covered	Met. participated in Role Play/Discussion
Self-Regulated Learning/ Brain Learning/Memory	Fall	90 min	Role Play/Discussion	Self-Regulated Learning PowerPoint, Handouts in binder	Exceeded: participated in Role Play/Discussion
How to tutor Target Populations	Fall	90 min	Role Play/Discussion	Adult & ESL overlap; Communication and Gender	Exceeded: participated in Role Play/Discussion
Structuring the learning experience	Spring	90 min	Discussion/Role Play	Structuring the Learning Experience PowerPoint practice scenario "Structuring the Learning Experience for The Client"	Exceeded: participated in Role Play/Discussion
Group Management	Spring	90 min	Role Play/Discussion	Group Tutoring and Management handout	Exceeded: participated in Role Play/Discussion

9-C. Areas/Topics to be Covered in Tutor Training for Each Level Applied for on This Application:

Answer questions 1-3 for each level you have requested. Each level lists the minimum topics that are required for completion of that level. The exact amount of time devoted to each topic may vary.

9-C.1: Level 1 (L1): a min. of eight (8) of the following 15 listed topics must be covered in Level 1 training.

1. Mark an "X" by the eight (8), or more, topics you cover in your Level 1 Tutor Training, and x Definition of Tutoring and Tutor Responsibilities



- Basic Tutoring Guidelines, and/or, Tutoring Do's, and/or, Tutoring Don'ts
 - Techniques for Successfully Beginning and Ending a Tutor Session
 - Adult Learners, and/or, Learning Theory, and/or, Learning Styles
 - Assertiveness, and/or, Handling Difficult Students
 - Role Modeling
 - Setting Goals, and/or, Planning
 - Communication Skills
 - Active Listening and Paraphrasing
 - Referral Skills
 - Study Skills
 - Critical Thinking Skills
 - Compliance with the Ethics and Philosophy of the Tutor Program, and/or, Sexual Harassment, and/or, Plagiarism
 - Modeling Problem Solving
 - Other (please specify): _____
2. Indicate if you have met or exceeded the minimum of 8 of these specific topics listed above.
The Level 1 requirements are: Met or Exceeded
3. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
- a. how this minimum is at least "Met" (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the "8. Document Bibliography" of this application
- [Example: Active Listening and Paraphrasing: see the "Tutor Training Syllabus, pp. 4-5"]

Tutor Handbook pg. 1-19

Training materials

Beginning and Ending a Tutoring Session pg. 1-3

12 Step Tutoring Cycle PowerPoint pg. 1-16

Adult Learner's Learning Theory, Learning Styles pg. 1-8

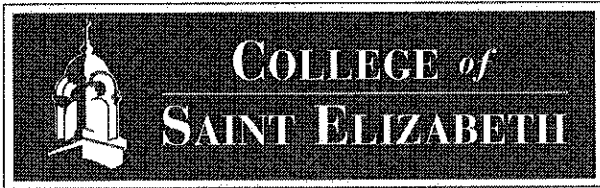
Active Listening handouts pg. 1-3

Test Preparation brochure pg. 1-2

Managing Test Anxiety brochure pg. 1-2

9-C.2: Level 2 (L2): In addition to reviewing the topics covered in Level 1 Training, a minimum of an additional four (4) or more of the following 8 listed topics must be covered in Level 2 training.

1. Complete the "***Required Review of Level 1 topics covered during Level 1 training***", and, also
 - mark an "X" by the additional four (4), or more, topics you cover in your Level 2 Tutor Training:
 - *Required Review* of Level 1 topics covered during Level 1 training (***required topic***)
 - Use of Probing Questions
 - Brain Dominance Learning
 - Cultural Awareness and Inter-cultural Communications, and/or, Diversity
 - Identifying and Using Resources



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- Tutoring in Specific Skills, and/or, Tutoring in Specific Subject Areas
 - Assessing or Changing Study Behaviors
 - Other (please specify): _____
 - Other (please specify): _____
2. Indicate if you have met or exceeded these minimum of 5 topics (L1 review + 4 others) listed above.
- The Level 2 requirements are: Met or Exceeded
3. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
- a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application
- [Example: Use of Probing Questions: see the “Tutor Training Syllabus, pp. 6-7”]

ESL/Disability materials
Learning Styles Survey for College: interactive survey
Tutor Training Handbook
Subject specific presentations

9-C.3: Level 3 (L3): In addition to reviewing the topics covered in Levels 1 & 2 Training, a minimum of an

additional four (4) or more of the following 8 listed topics must be covered in Level 3 training:

- 1. Complete the “***Required Review of Level 1 & Level 2 topics covered**”, and, also mark an “X” by the additional four (4), or more, topics you cover in your Level 3 Tutor Training:
 - *Required Review of Level 1 & Level 2 topics covered in Level 1 & 2 training (***required topic**)
 - Self-regulating Learning, and/or, Brain Learning, and/or, Memory
 - How to Tutor, and/or, How to Deal with Target Populations
 - The Role of Learning Centers in Higher Education
 - Structuring the Learning Experience
 - Training and Supervising Other Tutors (Supervisory Skills)
 - Group Management Skills (Group Interaction and Group Dynamics)
 - Other (please specify): _____
- 2. Indicate if you have met or exceeded these min. of 5 topics (L1 & 2 review + 4 others) listed above.

The Level 3 requirements are: Met or Exceeded
- 3. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,



c. that these documents/files are included within the “**8. Document Bibliography**” of this application

[Example: Structuring the Learning Experience: see the “Tutor Training Syllabus, pp.8-9”]

Self-Regulated Learning PowerPoint pg. 1-20

Communication and Gender pg. 1-11

Structuring the Learning Experience PowerPoint pg. 1-16

Advanced Group Tutoring and Management handout pg. 1-8

9-D. Required Tutoring Experience in Tutor Training for Each Level Applied for on This Application:

Each Level requires a minimum of 25 hours of actual tutoring time. [25(L1) + 25(L2) + 25(L3) = 75 total hrs.]

1. Explain how you track your tutors’ actual tutoring experience. [Method(s) used to track the exact hours a tutor spends actually tutoring, not counting “no shows” or other non-tutoring work performed]. (examples may be tracking via: Accutrack, Tutortrac, Tutor Time Logs, etc.)

2. Indicate if you have “Met” or “Exceeded” the minimum of 25 hours of actual tutoring time per level.

3. List each clearly titled attached document sample (with page numbers specified) to confirm compliance.

[Example: a tracking method such a “Tutor Time Logs, pp.6-10”, if student information is included.]

4. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
a. how this minimum is at least “Met” (including samples), and,
b. how our program documents that we have met this requirement, and,
c. that these documents/files are included within the “**8. Document Bibliography**” of this application

[Examples: “Tutor Time log for John Public tutoring student Mary Doe, p.10”, or “Tutor-Track printout.”]

9-D.1: Level 1 (L1): Required: a minimum of 25 initial hours of actual tutoring experience for Level 1.

1. The tracking method(s) we use to track our tutors’ actual tutoring experience include the following:

- Accutrack
- Tutee Sign-in Log
- Session records
- payroll



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2. The requirement of 25 hours of actual tutoring experience for Level 1 is: x Met or Exceeded

3. These are examples of our tutor tracking documentation:

- Accutrack
- Tutee Sign-in Log
- Session records spreadsheet

4. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:

- a. how this minimum is at least “Met” (including samples), and,
- b. how our program documents that we have met this requirement, and,
- c. that these documents/files are included within the “**8. Document Bibliography**” of this application

- Accutrack
- Tutee Sign-in Log
- Session records spreadsheet

9-D.2: Level 2 (L2): Required: a minimum of 25 additional hours of actual tutoring experience, after the completion of the Level 1 requirements [25 hrs (L1) + 25 hrs (L2) = 50 cumulative hours].

1. The tracking method(s) we use to track our tutors’ actual tutoring experience include the following:

- Accutrack
- Tutee Sign-in Log
- Session records spreadsheet

2. The requirement of 25 added hours of actual tutoring experience for Level 2, after attaining Level 1

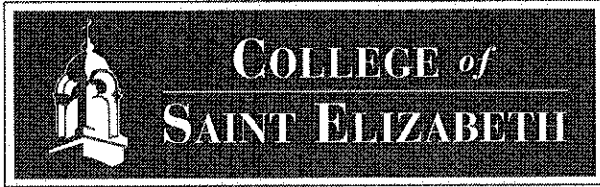
for a min. total of 50 cumulative hrs of actual tutoring experience is: x Met or Exceeded

3. These are examples of our tutor tracking documentation:

- Accutrack
- Tutee Sign-in Log
- Session records spreadsheet

4. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:

- a. how this minimum is at least “Met” (including samples), and,
- b. how our program documents that we have met this requirement, and,



c. that these documents/files are included within the “8. Document Bibliography” of this application

Accutrack
Tutee Sign-in Log
Session records
spreadsheet

9-D.3: Level 3 (L3): Required: a minimum of another 25 added hours of actual tutoring experience, after the

completion of the L1 & L2 requirements [25 hrs (L1) + 25 hrs (L2) + 25 hrs (L3) = 75 cumulative hrs].

1. The tracking method(s) we use to track our tutors’ actual tutoring experience include the following:

Accutrack
Tutee Sign-in Log
Session records
spreadsheet

2. The requirement of 25 added hours of actual tutoring experience for Level 3, after attaining Level 2,

for a min. total of 75 cumulative hrs of actual tutoring experience is: x Met or Exceeded

3. These are examples of our tutor tracking documentation:

Accutrack
Tutee Sign-in Log
Session records
spreadsheet

4. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:

- a. how this minimum is at least “Met” (including samples), and,
- b. how our program documents that we have met this requirement, and,
- c. that these documents/files are included within the “8. Document Bibliography” of this application

Accutrack
Tutee Sign-in Log
Session records
spreadsheet

9-E. Required Tutor Selection Criteria for Each Certification Level Applied For on This Application.

Required: Tutor Selection MUST use at least one choice from “Step 1” and, one choice from “Step 2.”



1. Explain which interview option(s) from Step 1 that you use for tutor selection.
Step 1: Indicate the “Interview Type” (1, &/or 2) you use of these 2 required interview options:
Interview Type 1: Interview plus written approval of a content/skill instructor, **and/or**
Interview Type 2: Interview plus endorsement of tutor trainer/supervisor
2. Explain which knowledge verification means from Step 2 that you use for tutor selection.
Step 2: Indicate the means of verifying content knowledge you use for tutor selection:
Course Grade: Grade of “A” or “B” in subject content being tutored
Life Experience: Documented work/life experience equivalent to grade of “A” or “B” in the subject content material tutored.
3. Indicate if your program has “Met” or “Exceeded” the required minimums of tutor selection criteria.
4. Provide clearly titled document samples (with page numbers specified) to confirm compliance.
5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application

9-E.1: Level 1 (L1): Describe below how your program completes the tutor selection criteria requirements:

1. The **Step 1** interview option(s) we use for L1 tutor selection, and how we use them, are:
Step 1 interview option. Applicant completes tutor application form, submits faculty recommendation form, and is interviewed by the director.
2. The **Step 2** knowledge verification means we use for L1 tutor selection, and how we use them, are:
Content knowledge is verified through course grade and faculty recommendation.
3. The requirements of Level 1 tutor selection are: x Met or Exceeded
4. Here are clearly titled document samples (with page numbers specified) to confirm compliance.
Peer Tutor Application
Faculty Recommendation Form
5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
 - a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application.
Faculty Recommendation form for Peer Tutors
Peer Tutor Application



9-E.2: Level 2 (L2): Describe below how your program completes the tutor selection criteria requirements:

[not needed, if “Required Tutor Selection Criteria” is “Met” in Level 1.] **met in Level 1**

1. The **Step 1** interview option(s) we use for L2 tutor selection, and how we use them, are:

2. The **Step 2** knowledge verification means we use for L2 tutor selection, and how we use them, are:

3. The requirements of Level 2 tutor selection are: Met or Exceeded

4. Here are clearly titled document samples (with page numbers specified) to confirm compliance.

5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
a. how this minimum is at least “Met” (including samples), and,
b. how our program documents that we have met this requirement, and,
c. that these documents/files are included within the “**8. Document Bibliography**” of this application.

9-E.3: Level 3 (L3): Describe below how your program completes the tutor selection criteria requirements:

[not needed, if “Required Tutor Selection Criteria” is “Met” in Level 1, &/or in Level 2.] **met in Levels 1 and 2.**

1. The **Step 1** interview option(s) we use for L3 tutor selection, and how we use them, are:

2. The **Step 2** knowledge verification means we use for L3 tutor selection, and how we use them, are:

3. The requirements of Level 3 tutor selection are: Met or Exceeded

4. Here are clearly titled document samples (with page numbers specified) to confirm compliance.

5. **Documentation:** these clearly titled documents/files (with page numbers specified) will verify:
a. how this minimum is at least “Met” (including samples), and,
b. how our program documents that we have met this requirement, and,
c. that these documents/files are included within the “**8. Document Bibliography**” of this application.

9-F. Tutor Evaluation in Tutor Training for Each Level Requested on This Application:

1. Indicate which of these required method(s) are used, and how, to evaluate your tutors at that level.

✓ a formal / informal evaluation process is in place



- ✓ a formal / informal evaluation occurs on a regular basis
 - ✓ the results of the evaluation process are made known to the tutors
2. Indicate if you have “Met” or “Exceeded” the minimum criteria requirements for that level.
 3. Provide clearly identified samples, with page numbers specified, of these tutor evaluations.
 4. **Documentation:** your clearly titled documents/files (with page numbers specified) should verify:
 - a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “8. Document Bibliography” of this application.

Naming Examples: “Level 1: Learning Styles Presentation.ppt, #2-8”, or,
“End of Semester Tutor Evaluation by Supervisor.doc, pp. 1-3”.]
“Tutor Training Syllabus”, pages 2-4]

9-F.1: Level 1 (L1):

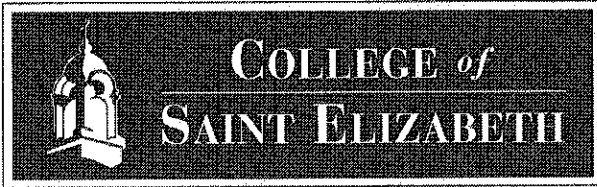
1. Mark an “X” for all options that you use to evaluate your tutors for this level:
 a formal, &/or, an informal evaluation procedure is in place
 a formal, &/or, an informal evaluation occurs on a regular basis
 results of their evaluation process are made known to tutors
 other (please specify): _____
2. The evaluation requirements for Level 1 tutors are: Met or Exceeded
3. Here are clearly identified samples, with page numbers specified, of these tutor evaluations:
4. **Documentation:** your clearly titled documents/files (with page numbers specified) should verify:
 - a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “8. Document Bibliography” of this application.

Tutoring Self-Evaluation pg. 1-2.

9-F.2: Level 2 (L2):

[not needed, if “Required Tutor Selection Criteria” is “Met” in Level 1.] met in Level 1

1. Mark an “X” for all options that you use to evaluate your tutors for this level:
 a formal, &/or, an informal evaluation procedure is in place
 a formal, &/or, an informal evaluation occurs on a regular basis
 results of their evaluation process are made known to tutors
 other (please specify): _____
2. The evaluation requirements for Level 1 tutors are: Met or Exceeded
3. Here are clearly identified samples, with page numbers specified, of these tutor evaluations:



Conklin Academic Skills Center

2 Convent Road, Morristown, NJ 07960-6989

Risa P. Gorelick, Ph.D., Director
Catherine A. Gruenfelder, Assistant Director

4. **Documentation:** your clearly titled documents/files (with page numbers specified) should verify:
- a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application.

9-F.3: Level 3 (L3):

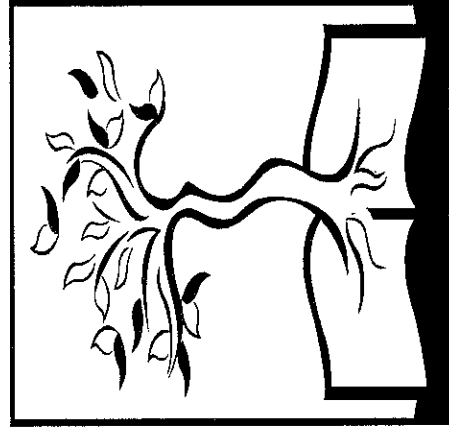
[not needed, if “Required Tutor Selection Criteria” is “Met” in Level 1, &/or in Level 2.] met in Level 1

1. Mark an “X” for all options that you use to evaluate your tutors for this level:
- a formal, &/or, an informal evaluation procedure is in place
 - a formal, &/or, an informal evaluation occurs on a regular basis
 - results of their evaluation process are made known to tutors
 - other (please specify): _____
2. The evaluation requirements for Level 1 tutors are: Met or Exceeded
3. Here are clearly identified samples, with page numbers specified, of these tutor evaluations:
4. **Documentation:** your clearly titled documents/files (with page numbers specified) should verify:
- a. how this minimum is at least “Met” (including samples), and,
 - b. how our program documents that we have met this requirement, and,
 - c. that these documents/files are included within the “**8. Document Bibliography**” of this application.

THE END! Thank you for applying. Rick Sheets, ITPC Coordinator

Conklin Academic Skills Center

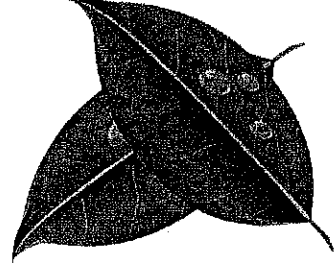
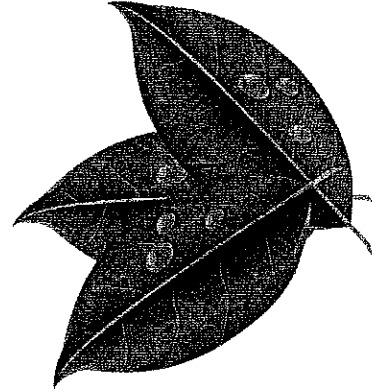
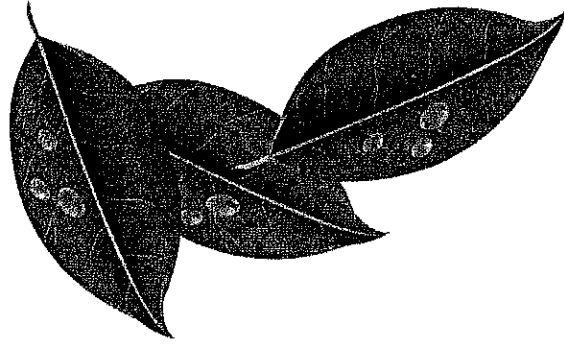
at the
College of Saint Elizabeth



Tutor Handbook

2011 - 2012

CRLA Level 1, 2, & 3
7.1, 7.2, 7.3, 9-C.1-3



Academic Skills Center

Hours of Operation

Monday, Wednesday, & Friday
9:00 a.m. to 5:00 p.m.

Tuesday & Thursday
9:00 a.m. to 8:00 p.m.

Saturday & Sunday
CLOSED

Administrative Staff

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(973) 290-4303
rgorelick@cse.edu

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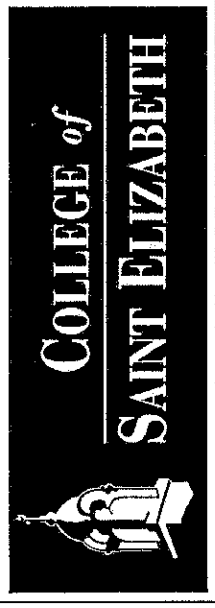


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Employee Basics

Employee Basics

Requirements for Student Workers

Student workers are required to fill out the following forms with Career Services at the beginning of every academic year:

- I-9 form
- CSE Student Employee Contract

When filling out the Student Employment form, the following steps should be followed:

- 1) Obtain brown Student Employment Form from Career Services.
- 2) Fill out information.
- 3) Give form to Director/Assistant Director.
- 4) After Director/Assistant Director has signed the form, return it to Career Services.

Payroll Guidelines

- Timesheets must be submitted by Specialists and Peer Tutors on the days scheduled.
- Lists of these dates will be provided for tutors at the beginning of each semester.
- Specialists will be reminded of due dates via Google Calendar reminders.

Pay Schedule

Tutors and Specialists are paid bi-weekly. Please have your timesheets completed on time. Students are responsible for filling out timesheets and giving them to the Director/Assistant Director to be signed. Once they are processed on CASC's end, students are responsible for picking up signed sheets and bringing them to Career Services.

Direct deposit is now available for PeerTutors and Specialists. Contact Career Services if you are interested.

You may not work more than 20 hours per week on all campus jobs and internships combined. Those who do will have their work eligibility jeopardized.

You MUST submit a timesheet for each period you work. You cannot "bank" your hours for one big paycheck.

Policies

Walk-In Tutoring Procedures

- Please make sure that your student has signed in using AccuTrack.
- Assessment forms will be given to students upon sign-in if there is someone managing the front desk. If no one is at the front desk, forms will be kept in the tutoring room with a sign instructing students to take one to fill out prior to seeing a tutor. Please do not see students who do not have a form.
- This assessment form will be the only form we use for recording students' information during tutoring sessions. Specialists will no longer be using the blue forms or walk-in tutoring forms; these assessments will take their place.
- Students should understand that a copy of this form will be sent to their professor in order to show their participation in tutoring as well as the progress that they are making.
- Please ask students if they have filled out one of the tutor request forms this semester. If they have not, please have them fill out a form.
- Tutoring sessions should last 20-30 minutes, at your discretion.
- If a large group of waiting students amasses in the same subject/course, you may choose to tutor in groups in order to keep students from waiting.
- There may be times when there are more students than you can reasonably assist. The person at the front desk will advise these students of other options.
- At the end of each session, please fill out the assessment form with the student.
- Making the students party to their assessment encourages self-evaluation and independence.

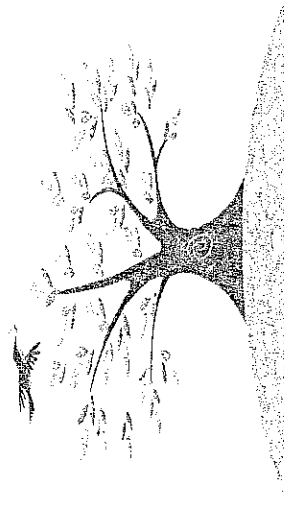


- Be sure to remind students to sign out using AccuTrack at the end of each session.
- After you have finished a session, please put the assessment form in the box next to the basket in which you put your folders for payroll.
- When you are ready for your next tutoring session, please check the sign-in sheet on the clipboard in the tutoring room and call the next student on the queue. Sign your initials next to the name of this student so that other tutors will know this student is being seen and can proceed to the next name on the list.
- If a student wants more time than is allotted, please advise her to put her name at the bottom of the sign-up sheet in the tutoring room. She may work independently and have additional time after all waiting students have been seen. This way she will be working independently with concepts you have just discussed.
- Students should not be monopolizing the time of one particular tutor or the time of all tutors available during a certain walk-in block. Students will not be allowed to request a specific tutor. Instead, upon arrival, the student at the top of the sign-up sheet should be placed with the first available tutor on a first-come-first-serve basis. Students should not be able to sit with a tutor unless they have put their name on the sign-up sheet.
- Group tutoring sessions can include as many students as the tutor feels comfortable with. Please keep in mind, however, that a 20-30 minute time slot still applies. Peer feedback should be encouraged during such sessions.

Policies

Peer Tutor Appointments

- Peer Tutors are responsible for contacting students initially and setting up a first appointment.
- Peer Tutors are responsible for making and keeping all future appointments as well. Please make sure Nancy Snyder knows of the appointments you make by emailing your name and the student's name, date, and time of the appointment to CASC@CSE.edu so it can be put on the calendar.
- Please attempt to contact students using both phone and e-mail in order to compensate for students who may have missed your e-mail.
- All tutoring sessions **MUST** be held in the ASC.
- Peer Tutors are responsible for reminding students of their upcoming tutoring appointments.
- Peer Tutors should obtain students' contact information. Students should be reminded that they should contact Peer Tutors 24 hours in advance in the event that they need to cancel an appointment.
- Please make sure that both you and your student have signed in using Accutrack before the tutoring appointment begins.
- Please make sure that students have filled out a tutor request form before beginning the tutoring session.
- After the tutoring session has ended, please fill out BOTH the blue tutoring log and the assessment form with the student.
- Students should be made aware that a copy of the assessment forms will be sent to their professors.



Tutoring Session Guidelines & Help

AccuTrack Guidelines

1. As a tutor, your basic information (e.g. your name, telephone number, e-mail address, etc.) has already been entered in the AccuTrack database.
2. Everyone has been assigned an ID number, which should be given to you when you are hired by the ASC.
3. A list of all the classes offered at CSE for each semester is kept in Erin's folder on the mailbox shelves in the tutoring room. Please go over the list at the beginning of each semester and inform Erin of the course numbers of the classes you feel comfortable tutoring.
4. Please log into AccuTrack at the start of your session and log out when you are finished tutoring. If you work a block of time and then leave and return to tutor for more time, please sign in/out for each block of time.

Assessment Form Guidelines

- ♦ Ask student to fill out top of form (name, course, professor, etc.). Forms are available in front of tutor mailboxes for each tutoring appointment. There are 2 forms: Writing Assessment and Assessment for Subjects Other than Writing.
- ♦ After the session, fill out an assessment form (Please write legibly!) Forms are scanned & sent to professors so they know who came in and what you covered during each session.
- ♦ Please provide a brief description of what you covered in the session. Report any problems on the form.
- ♦ Put completed forms in the box on the file cabinet in the hallway, along with your tutor log, so we can process the paperwork.

Suggested Questions for Tutoring:

- ↻ Can you find the answer to that in your notes?
- ↻ What do you think about that?
- ↻ What are we trying to find out?
- ↻ How did you do that?
- ↻ Tell me more.
- ↻ Anything else?
- ↻ In what way?
- ↻ Why would that be so?
- ↻ How would you do that?
- ↻ Give an example of that.
- ↻ Can you summarize the discussion up to this point?
- ↻ If that is true, then what would happen if...?
- ↻ Let's look that up in the book.
- ↻ How would you say that in a different way?
- ↻ What do you need to do next?
- ↻ What do you mean by...?
- ↻ What else did they do?
- ↻ Can you be more specific?
- ↻ What are you assuming?
- ↻ How can that be?
- ↻ Are you sure?
- ↻ How is that related to...?
- ↻ How does your response tie into...?
- ↻ Can you think of another way to think about this?
- ↻ How could we phrase that into a question to ask Dr. X next week?
- ↻ What do we need to know in order to solve the problem?
- ↻ Which words in the question do you not understand?
- ↻ Let's rephrase it on the board and figure out what information we will need to answer it.
- ↻ What would _ say about that?

Managing Small Group Tutoring Session

- ◇ As a *small group setting* is ideal for peer cooperative learning, look for opportunities to *re-direct* a student's question back to the group. Put the question to the group in a way that requires them to answer it using a variety of learning style combinations.
- ◇ Vary your approach to explaining some principles. For example, if you rely primarily on discussion, try using the board or paper to make your point clear and have your students do the same.
- ◇ When working on any problem that involves multiple steps or stages, have each student be responsible for one step or stage. Then ask each student to explain her part of the problem, and give the other students in the group a chance to correct mistakes.
- ◇ Ask the students to put their heads together to come up with clever ways to remember the information.

The 10-Step Tutoring Cycle

Like most things, there is a process to the art of tutoring. Your sessions with the students who come to the Academic Skills Center can follow a simple, 10-step procedure that virtually guarantees success for both you and the students.

Step 1: Greet – Welcome the student(s) to the center with a smile, friendly greeting, etc. Do what you can to provide an informal, relaxed yet academic environment.

Step 2: Identify Learning Style – Administer the learning styles assessment to identify what strategies will help the student learn best.

Step 3: Identify Task – Provide opportunity for the tutee to explain what the problem is. This is where being a good listener is really important. After the tutee has explained the problem, summarize to show you know what the problem is and what type of outcome the tutee is looking for.

Step 4: Break Task into Parts – Do this with the tutee to show how the problem is not as big as it may seem.

Step 5: Identify Thought Process – Help the student identify the task that needs to be performed to reach the targeted outcome. Ask the student to explain how she will proceed with the assignment. Incorporate the information sources available to the student, including the textbook, handouts, lecture notes, etc.

The 10-Step Tutoring Cycle (Continued)

Step 6: Set an Agenda – Allocate time to execute the task. Always be cognizant of the success of sticking to the agenda.

Step 7: Address the Task – Here is where the student does the actual work independently. Be available to answer questions, but remember to let the student do her best to work it out given the help you have already offered.

Step 8: Tutee Summary of Content and Underlying Process – This is where the student demonstrates understanding of the task being learned. Try helping the student explain to you what has been realized, learned, and/or accomplished.

Step 9: Confirmation – Respond to Tutee's summary. Your recognition of accomplishment reinforces what the student has achieved. Here you put the emphasis on what the student achieved, and not what might have been achieved with you.

Step 10: What's next? – Here is where you want to create an action plan, should one be necessary. What's ahead for the student with this particular class? What can the student do independently? Try to create realistic goals/deadlines that place responsibility and accountability on the student so that focus is maintained and opportunities for application are recognized. Then arrange and plan next the session.

Tutoring Do(s) and Don't(s)...

DO:

- ♦ Meet your students on time.
- ♦ Give students 24 hours notice when you can't make an appointment.
- ♦ Show patience when working with students.
- ♦ Demonstrate active listening when working with students.
- ♦ Encourage students when they make progress, no matter how slight.
- ♦ Speak to the Director if you have concerns about a student.
- ♦ Foster independence in students by having them do the work.
- ♦ Help students feel confident by allowing them to try (even if they make errors).
- ♦ Break processes into smaller steps.
- ♦ Provide many examples.
- ♦ Try different approaches.
- ♦ Plan your tutoring sessions. Each should begin with a quick review of the last session, then address new concerns, then summarize, then preview the next session.



Tutoring Do(s) and Don't(s)...

DON'T:

- ♦ Write/type on a student's paper. Instead, have the tutee write/type on her paper to help with the learning process.
- ♦ Re-teach the material. Explain, facilitate, clarify, & reinforce instead.
- ♦ Show frustration when students encounter difficulty. Try a different approach or talk to colleagues for advice.
- ♦ Fudge an answer that you don't know. Ask a supervisor or colleague, or look it up!
- ♦ Talk too much. Spend more time listening.
- ♦ Bad-mouth professors, courses, or assignments.
- ♦ Complete assignments for the student.
- ♦ Assume that you know the student's weaknesses. Let them explain them to you.
- ♦ Rush in to correct when the student makes an error. Wait & see if she catches it & learns from it.

We have two ears and only one tongue in order that we hear more and speak less. –DIOGENES 14

Working with ESL Tutees

- *Ask tutees what they prefer to be called; learn to pronounce his/ her name.*
- *Speak slowly and personably.* Tutors should approach tutees as they would want to be approached in another country.
- *Be mindful of what you are communicating, both verbally and nonverbally.* Different cultures have different views on eye contact, personal space, and nonverbal gestures.
- *Face tutee when speaking.* While it is natural to break eye contact to refer to the assignment, ESL tutees often rely on facial expressions for aid in interpretation. Turning away from the tutee may cause your words to be muffled or distorted.
- *Be a collaborator, not an informant.* Work with tutees to help them find their own errors. Resist the temptation to supply answers.
- *When you find an error(cultural, grammatical, or vocabulary), correcting the error is not sufficient.* Tutors must provide a reason for the correction in order to ensure understanding and prevent future error. Tutees should be given the opportunity to correct their own errors. Tutors should never write in corrections.
- *Don't make assumptions.* Do not assume that a tutee does not understand a word or concept because they do not understand a particular word or concept.
- *If talking through the word or concept does not seem to ease confusion, try a different approach.* Drawing a picture or looking for a different kind of example may be more helpful than trying to find additional different words for the same idea. A thesaurus, dictionary, or pocket translator may also be useful.



Tutor Training Scenarios

Each subgroup will take one scenario and discuss as a group. Afterwards, we will gather as a full group and each group will present their scenario and what they would do.

1. You are working with Alexandra, a Russian student, on an assignment for her composition class. Alexandra must write a letter to the editor to argue against governmental policies. From your initial conversations, you see that Alexandra is a bright, articulate, and highly motivated student. Yet there seems to be a problem. Alexandra is reluctant to discuss the requirements of the assignment and to work with you toward a rudimentary outline or draft.

What do you do?

2. You are working with Terry, a non-native English speaker who is working on a paper for her history class. She tells you that her history professor is very strict about grammar, and that she received a D on her last paper because of grammar errors. As you read through her paper, though, you see that it seriously lacks development and organization. You ask Terry questions about the content of the paper in an effort to help her develop her ideas, but she clams up. After quietly listening while you spend several minutes trying to start a conversation about her paper, Terry asks you, again, to check her grammar.

What do you do?

3. You are working with Jennifer on a persuasive essay for her composition class. Jennifer has chosen a topic that is very controversial and political, and you strongly disagree with her opinions. You see flaws in the logic and reasoning of her essay, but you don't want your own political views to influence Jennifer's writing.

What do you do?

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Tutor Training Scenarios



Directions: Either from past tutoring experiences or, if you are a new tutor, from what you understand about the tutoring process, describe how you would handle the following situations. Please write answers down and we'll discuss as a group when we are ready.

1. In the course of tutoring a student in Psych 101, you discover that the student wants a lot of study skills advice from you in addition to help with understanding concepts, vocabulary, etc.
2. You have a student who, in a subtle way, tries to get you to do her math homework. First she asks you to work on #23, then #25, then #30, etc.
3. Your student keeps saying, "I still don't understand" even though you've tried a number of different ways to explain.
4. Your student won't even try to complete an assignment without checking every single step with you first.
5. Your student rarely contributes to a session. You can't tell if she is hostile, shy, or bored.
6. Your student spends a lot of session time discussing her personal problems with you.
7. Your student wants you to "rework" her paper for English class—the paper is worth a lot of points and she wants you to make it perfect.
8. One of your students continually complains about the professor's assignments, tests, teaching style, and personality.
9. Describe a difficult tutoring situation NOT mentioned above and how you would handle it.

18

Tutoring in a Specific Subject Area

Familiarity: As a tutor you must demonstrate familiarity with subject-specific expectations in regards to policies and procedures, writing style, and citation style.

Strategies: Tutors must be equipped to deal with commonly encountered difficulties in their subject. Think of techniques you used to succeed in specific courses and share them with your tutee. Techniques include using practice problems, highlighting, outlining, flash cards, and mnemonic devices.

Resources: Use the course text, resource books, or other tutors as resources if you get stuck on a concept or example.

Other Tutoring Resources:

In the Center:

- ◆ Other Tutors/Specialists/Administrative Staff
- ◆ The Course Text
- ◆ Resource Books located on bookshelves in tutoring room
- ◆ The professor
- ◆ CASC Director, Assistant Director, & Office Coordinator

In the Library:

- ◆ Circulation Desk 973-290-4237
- ◆ Reference Librarian 973-290-4248

Online:

- ◆ Purdue's Online Writing Lab (OWL)
<http://owl.english.purdue.edu/>
- ◆ The National Science Digital Library
<http://nsdl.org/>
- ◆ The CSE Website
(for names, departments, e-mail addresses, Mahoney Library lookup, etc.)



Tutee _____ Date assignment due _____
Professor _____ Tutor _____
Type of tutoring: Scheduled one-on-one Walk-in / COLLEGE: Women's College Continuing Ed. Graduate School Nursing (RN/BSN) Other _____

What course materials did you cover in the tutoring session today?

TUTEE EVALUATION:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My tutee understands the assignment.	5	4	3	2	1
My tutee came prepared for the tutoring session.	5	4	3	2	1
My tutee attempted to complete his/her assignment prior to the tutoring session.	5	4	3	2	1
My tutee paid attention during the tutoring session.	5	4	3	2	1
My tutee was actively engaged in the tutoring session.	5	4	3	2	1
My tutee put forth a sincere effort in the tutoring session.	5	4	3	2	1
My tutee and I developed a good rapport while working together.	5	4	3	2	1
My tutee was respectful to me.	5	4	3	2	1
My tutee needs more tutoring sessions on this assignment.	5	4	3	2	1

Tutor's comments on the Session:

March 2011



Conklin Academic Skills Center Writing Assessment Form

Tutee _____ Date assignment due _____
 Professor _____ Tutor _____ Date _____
 Type of tutoring: Scheduled one-on-one Walk-in / COLLEGE: Women's College Continuing Ed. Graduate School Nursing (RN/BSN) Other _____

Please mark or circle the category (1-10) or one or more skills within each category (10-40) for which you covered in the tutoring session and use the comments area below.

1	2	3	4	5	6	7
Thesis / Central Idea 1.10 no thesis / central idea 1.20 unclear or more than one thesis / central idea 1.30 indirectly responding to research question	Document / Argument 2.10 argument too short / underdeveloped 2.20 introduction / conclusion unclear 2.30 body paragraphs illogically organized	Paragraphs 3.10 no point or more than one point per paragraph 3.20 ideas within paragraph do not relate to each other, choppy 3.30 paragraphs too short or too long	Sources 4.10 sources not connected to writer's ideas 4.20 misquotations or incomplete paraphrases 4.30 documentation style _____ MLA _____ APA _____ Chicago _____ Other _____	Sentences 5.10 sentences too short/too many simple sentences 5.20 sentences too long or too complex 5.30 sentences punctuated unclearly	Word Choice / Diction 6.10 wrong words for ideas 6.20 words used incorrectly 6.30 style too informal or too formal	Mechanics 7.10 grammar 7.20 punctuation 7.30 misspellings

TUTEE EVALUATION:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My tutee understands the assignment.	5	4	3	2	1
My tutee came prepared for the tutoring session.	5	4	3	2	1
My tutee attempted to complete his/her assignment prior to the tutoring session.	5	4	3	2	1
My tutee paid attention during the tutoring session.	5	4	3	2	1
My tutee was actively engaged in the tutoring session.	5	4	3	2	1
My tutee put forth a sincere effort in the tutoring session.	5	4	3	2	1
My tutee and I developed a good rapport while working together.	5	4	3	2	1
My tutee was respectful to me.	5	4	3	2	1
My tutee needs more tutoring sessions on this assignment.	5	4	3	2	1

COMMENTS ON THE SESSION:

Section IV: Tutee Contact List

My Tutee Contact List

Tutee Name Phone # Subject

My Tutee Contact List

Tutee Name Phone # Subject

Successfully Beginning and Ending a Tutoring Session Lesson Plan

Session #3

Conklin Academic Skills Center

CRLA Tutor Training, Levels 1, 2 and 3

Fall 2010

Compiled by Erin Gingles, ASC staff

What we'll be doing (script):

- now that you've learned a few tricks of the trade, we'll go over how to actually start and end tutoring session
- also some tips for conducting session
- may be review for some, a review is always a good thing
- setting the right tone for the tutoring session can mean the difference between the tutee learning something, or becoming completely frustrated with you, their tutor, their schoolwork and themselves
- start of session very important; end important as well, as it sets the tutee's attitude for how they'll handle the work on their own, and their attitude coming into the next session

What we'll need:

materials (handouts) from previous training session; tutor handbook; handouts (brochure); whiteboard and markers; object (like a plush ball) that we'd be able to throw around the room

Agenda:

- discuss handout (brochure) and tutor handbook p. 7
- generate our own checklist of any additional points
- scenario/example game

Activities Sequence:

1. Handout Discussion

- Discussion: If you look in the tutor handbook, you'll see a 10-step guide to tutoring sessions, as opposed to the 12-step cycle listed in the brochure. As you can see, there are several ways of breaking down the methods for tutoring, but they're all pretty basic.
 - key is to pay attention to the little details- especially at the beginning and ending of sessions
 - what common themes can you see running through the tips listed in both documents? (independency in learning for the tutee; collaboration; encouragement; repetition, etc.)
 - Where can you see these themes running through the Do's and Dont's list that we discussed in the last session?
 - How do the points on last session's list fit into the Tutor Training Cycle?
 - A great deal of importance is put into greeting tutees; why?
 - (keeping up a friendly environment; many tutees find it hard to discuss learning difficulties with a stranger and so friendliness is VERY important; professionalism; chit chat often gives clues about things going on in a tutees life that may affect tutoring such as scheduling, etc.)

2. Additional Checklist

- have students gather into groups of four or five; come up with two or three additional points to add to the checklist; things that either they themselves have used in previous tutoring sessions that they've found to be important or useful, or new ideas
- after they've had time to discuss them amongst themselves, have them write them on the whiteboard for all participants to see

3. Scenario/Example Game

- arrange chairs in a circle (if they aren't in one already); have someone start game by picking a point from the checklist in the brochure; they should then offer a scenario of when that point would be useful or would come into play (IE they should give a "what if" example); after they've finished their example, have them toss the ball to another person, and repeat

Closing:

- besides the checklists that we've given you today, you should have a mental checklist of important things to remember as you go through each tutoring session that promote the best practices of tutoring
- the more experienced you become as a tutor, the longer your checklist will become
- as you go through the next few tutor training sessions, you'll learn and discuss methods for these best practices in more specific situations
- <end with any questions>

Step 8: Tutee Summary of Process

- ___ After allowing the tutee to explain the process behind the task at hand, were you able to assess the tutee's ability to complete a similar assignment independently?
- ___ Did you readdress the task and the process if the tutee's understanding seemed incomplete?

Step 9: Confirming and Reinforcing Confidence

- ___ Did you offer positive reinforcement and the affirmation that the tutee really did improve at the end of the session?
- ___ Did you congratulate the student on their hard work and reassure them of their ability to do the work independently?

Step 10: Looking Ahead

- ___ Did you give the tutee a rough idea of what the class may hold for them in the near future?
- ___ Did you draw a connection between the classroom resources and tutoring?

Step 11: Planning next session

- ___ Did you allow the tutee to make the decision about a future plan? Did they decide as to whether or not they needed future sessions based off of their course syllabus and upcoming assignments?
- ___ Did you confirm your next appointment date and time?

Step 12: Evaluating Session/Closing

- ___ Did you take the time with the tutee to evaluate the progress that was made during the session, based off of the agenda for the day?
- ___ Did you thank the tutee for their contributions and hard work during the session, and end on a positive, encouraging note?

Step-by-Step: Beginning and Ending a Tutoring Session

**Conklin Academic
Skills Center**



Adapted from Ross
MacDonald, Tutor Evaluation
and Self-Assessment
Tool, MidAmerican Nazarene
University and Mount
St. Mary's College, Chalton
Learning Center

CRLA
College
Reading &
Learning
Association
**Supplement for Module One of
CRLA's Tutor Training Program**

Compiled June 2010
College of Saint Elizabeth
Morristown, NJ
(973) 290-4325

Tutoring Cycle Checklist

Step 1: Greeting

___ Did you ask the student's name and welcome them with a friendly attitude?

___ Was your demeanor that promotes a relaxed yet academic environment in the ASC?

___ Did you sit next to one another instead of across from one another in order to promote more collaborative learning?

Step 2: Identifying Task

___ Did you give the tutee the opportunity to take control of the session by initiating the work and giving the session direction, and were you a good listener?

___ Did you ask the tutee about their immediate concerns? (IE: "What's giving you the most trouble?")

___ Did you restate the tutee's problems in order to better focus the session?

___ Were you empathetic towards the tutee?

Step 3: Setting Agenda

___ Did you make the tutee engage actively in helping to create a specific agenda for how the day's session would play out?

Step 4: Breaking Task into Parts

___ Did you ask the tutee to go through their thought process step-by-step in order to better break down the task at hand into smaller parts and get an idea of their thought process/ learning style?

___ Did you restate your own steps for going through the task?

Step 5: Identifying Thought Process Involved in Task

___ Did you help the tutee identify the correct thought process for reaching the desired outcome?

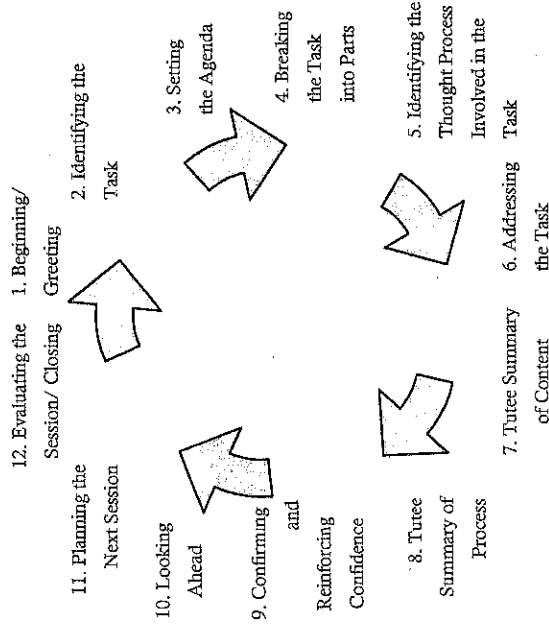
___ Did you help the tutee understand their textbook and/or notes from class in order to see how the thought processes were used in the task at hand, and did you encourage the tutee to use resources (IE class notes) for future assignments?

___ Did you make it clear that the tutee has a wide variety of resources available, and that you, as the tutor, are not their only source for help?

Step 6 : Addressing the Task

___ Did you allow the tutee to explain what the task at hand is, and where the problem lies?

The Tutor Cycle Illustrated



By following this checklist, a tutor should cover all of the basic, important steps for conducting a productive tutoring session. Not only do these steps keep your sessions organized, but they ensure that the tutee is encouraged to take an active, independent role in their learning process.

___ Were you a good-listener, and did you allow the tutee to have control, doing the explaining?

___ Were you patient, giving the tutee a sufficient amount of time to think and respond before you went ahead with your own explanation?

Step 7: Tutee Summary of Content

___ Did you encourage the student to review what you just went over?

___ Were you a good listener, and did you avoid interrupting the tutee's explanation until it had run its course?

College of Saint Elizabeth
Conklin Academic Skills Center
The Twelve Steps of the Tutoring Cycle
The 3 Stages/Phases
Of
Tutoring

Level One 7.1 & 9-C.1

BEGINNING STEPS

- STEP 1 Greeting and Climate Setting
- STEP 2 Identification of Task
- STEP 3 Breaking the Task into Parts
- STEP 4 Identification of Thought Processes Which Underlie Task

Level One 7.1 & 9-C.1

STEP 1 Greeting and Climate Setting

- Greet your tutee and set the climate
- Connect with the person before you go to the content
- Learn and use our clients' names

Level One 7.1 & 9-C.1

STEP 2 Identification of Task

- Identify the task
 - "What do you want to work on?"
 - Probe tutees who don't immediately give a specific answer
 - "I need someone to check my essay before I turn it in."
 - "I don't know what 'predicate' means"
 - "I just don't get quadratic equations."
 - "I always make mistakes when I try to complete the squares."

Level One 7.1 & 9-C.1

STEP 3 Breaking the Task into Parts

- Break the task into parts
- Look at enough of the tutee's work
- Help her or him prioritize steps needed

Level One 7.1 & 9-C.1

STEP 4 Identification of Thought Processes Which Underlie Task

- Coach tutees in habits of mind they need to succeed.
- "The concept of the "predicate" and how all the parts of a sentence work
- "Find the section on completing the square in your book and compare it to your class notes."

Level One 7.1 & 9-C.1

TASKING STEPS

- STEP 5 Set the Agenda For the Session
- STEP 6 Addressing the Task
- STEP 7 Student Summary of Content
- STEP 8 Student Summary of Underlying Process

Level One 7.1 & 9-C.1

STEP 5 Set the Agenda For the Session

- Set an Agenda for the Session
- Be clear about what the tutee should do
- When I come back in a few minutes ,...
- 1) tell me how you can recognize the grammatical subject and main verb in a sentence
- 2) tell me what a perfect square trinomial looks like, and what term it always includes."

Level One 7.1 & 9-C.1

STEP 6 Addressing the Task

- Amount of time varies*
- The student works independently *
- Addressing the task – time to learn!
- **work the room
- ** be aware of those who might need a moment of emergency help to keep progressing
- ** - Learning Center Tutors Only

Level One 7.1 & 9-C.1

STEP 7 Student Summary of Content

- Tutee Summary of Content
- Student demonstrate what he/she has learned
- Short-term memory to long-term memory
- Pay close attention to the explanation
- Do not Interrupt!
- Facilitate whatever understanding he/she lacks

Level One 7.1 & 9-C.1

STEP 8 Student Summary of Underlying Process

- Tutee Summary of Underlying Process
- (Companion to step 4.)
- *Reinforces the underlying process
- ("How did you get this answer?
- What steps did you take?")
- *YOU must make this step happen!

Level One 7.1 & 9-C.1

CLOSING STEPS

- STEP 9 Confirmation
- STEP 10 What Next?
- STEP 11 Arranging and Planning the Next Session
- STEP 12 Closing and Good-bye

Level One 7.1 & 9-C.1

STEP 9 Confirmation

- Confirmation
- Good job! That was great! Excellent!
- Let the student know that what she has learned is accurate and appropriate
- A little goes a long way

Level One 7.1 & 9-C.1

STEP 10 What Next?

- What Next?
- Help the student anticipate what is coming next
- Help the student anticipate how the concepts are connected

Level One 7.1 & 9-C.1

STEP 11 Arranging and Planning the Next Session

- Arranging and Planning the Next Session
- What do you want to do or accomplish next?
- Ask open-ended questions – let the student lead.
- Remember you are trying to work yourself out of a job.

Level One 7.1 & 9-C.1

STEP 12 Closing and Good-bye

- Closing and Good-bye
- Thank the tutee for his/her contributions
- Leave on a positive note.

Level One 7.1 & 9-C.1



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TWO TYPES OF QUESTIONS ON MULTIPLE CHOICE EXAMS:

1. **Comprehension-Level Questions**
 - Require accurate understanding of concepts, principles, and procedures.
 - Include the ability to translate information presented in different formats, such as graphs, tables, and formulas.
2. **Application-Level Questions**
 - Generally involve using information or knowledge to solve a problem, make a decision, and/or select a course of action.

For more information,

contact the

Conklin Academic Skills Center

to set up some **FREE** tutoring

to help you

ace your exams!

casc@cse.edu

Level One 7.I and 9-C.I



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CONKLIN ACADEMIC SKILLS CENTER MISSION:

The mission of the Conklin Academic Skills Center at the College of Saint Elizabeth is to help students become independent, life-long learners by providing free, high-quality academic assistance to all students through one-on-one and small group tutoring in a wide range of content areas, as well as workshop presentations on study skills and learning strategies.

The CASC is also a resource for the academic community at large—including faculty and staff—for information on learning styles, improving student motivation, enhancing student responsibility, and creating more pedagogically effective assignments.

Conklin Academic Skills Center

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casc@cse.edu

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09/11



COLLEGE of
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Test

Preparation: Multiple Choice Strategies



**Conklin Academic
Skills Center**

Mahoney Library, 2nd Floor

Hours: MWF 9 AM—5 PM

T/TH 9 AM—8 PM

casc@cse.edu

WHY DO STUDENTS PANIC WHEN GIVEN MULTIPLE CHOICE TESTS?

At some point, everyone draws a blank on an important test—even if they've studied well. Before taking a blind stab at a multiple choice question, here are some strategies to help you make educated guesses. By using deductive reasoning, logic, and a pinch of common sense, students can lose the test-taking jitters by relaxing and applying their knowledge.

Did you know:

Most multiple choice exams contain a stem which is composed of a question or incomplete sentence and several alternatives or possible answers.

Example: Which one of the following words is NOT a conjunction?

- A. And
- B. Or
- C. But
- D. Always
- E. All of the above
- F. None of the above

Stem: Which word is NOT a conjunction?

Alternatives: A, B, C, D, E, and F.

Answer: D

PROBLEM-SOLVING TECHNIQUES:

The following can help you logically identify the correct answer, even if you don't know it after you read the question:

- **Think of the answer, then go find it**
Prepare well enough to know the answer without having to resort to strategic guessing.
- **Assess the tone of the question**
Determine which domain the question belongs to when choosing an answer.
- **Read the question and all of the answers before selecting the "correct" one**
This is important and especially true in cases where "all of the above" is listed as an alternative or where you are asked to choose the *best* answer.

- **Make a note of key words**

By doing so, you can better focus your attention on what is being asked.

- **Work to eliminate incorrect alternatives rather than searching for the "right" answer**

Look for answers that are obviously wrong, contain distracters, and/or are grammatically inconsistent with the stem so you can eliminate them. Connect the stem of the question to each alternative answer. Then treat each statement as true or false.

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STRATEGIC GUESSING STRATEGIES

- An answer choice that contains more specific, detailed information is probably the correct answer when mixed in with vague or general choices.
- An answer that contains a form of the word or a word similar to the one in the stem of the question is probably correct.
- Cover the answer choices then read the test question carefully. Think of your answer before looking at the choices so you're less likely to be confused by the decoys.
- Cross off choices that are clearly incorrect.
- This increases your odds of choosing the correct answer.
- If there is a range of numbers to choose from, choose an answer in the middle. Most decoy answers tend to be at the extremes of the range.
- Choose the answer with more details and qualifiers like "often" and "usually" because answers with absolutes like "always" and "never" are harder for the professor to create..
- When an answer choice is "All of the Above," choose it if two or more statements are true. If at least one of the answers is false, don't pick "All of the Above."
- When an answer choice is "None of the Above," do not choose that if at least one of the answers is true.

**AN OVERVIEW OF SIMPLE
AND EFFECTIVE
PRACTICES IN EXAM
PREPARATION:**

Prepare yourself *academically*:

- Start reviewing early
- Stay on top of your coursework
- Organize yourself
- Study systematically

Prepare yourself *mentally*:

- Learn about the exam format
- Get acquainted with the test site
- Maintain an optimistic and positive attitude

Level One 7-I and 9-C.1

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09/11

**Managing
Test Anxiety:**

Strategies to help reduce test anxiety levels and increase peak performance during exams.



**Conklin Academic
Skills Center**

Mahoney Library, 2nd Floor

Hours: MWF 9 AM—5 PM

T/TH 9 AM—8 PM

casc@cse.edu

WHAT IS TEST ANXIETY?

Test anxiety involves both physical responses (rapid heart beat, shallow breathing, sweaty palms, etc.) and emotional responses (inability to concentrate, remember material, and/or organize thoughts).

A small amount of *facilitating test anxiety* is good, as it helps us prepare before and work hard during the exam.

In contrast, *debilitating test anxiety* prevents us from functioning in a normal way and may interfere with our ability to prepare and take the exam. Therefore, the goal should be to reduce higher levels of test anxiety to a level that becomes facilitating.

WHAT CAUSES SOME STUDENTS TO EXPERIENCE TEST ANXIETY WHILE OTHERS REMAIN AT EASE DURING EXAMS?

While there is no single answer to this question, exploring this inquiry can assist students in finding strategies for reducing test anxiety and achieving high academic performance.

REDUCING TEST ANXIETY:

The best way to reduce test anxiety is to be well prepared for the exam and to know you are well prepared:

Before the exam day:

- Engage in active study strategies (e.g. writing note cards, creating study playlists, etc.)
 - Monitor learning through self-tests or practice tests.
 - Apply time-management strategies to parcel exam content into manageable units.
 - Role play the event
- Visit the exam site to familiarize yourself with the location. Take practice tests to increase your knowledge of the test format. Apply relaxation techniques as you role play.

- Identify your anxiety triggers to counter them with anxiety coping strategies before your level of anxiety increases.



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COPING WITH TEST ANXIETY

Relaxation strategies are most helpful in calming yourself and in shifting your attention from negative thoughts.

During the exam day:

- Eat well and get enough rest to increase peak exam performance
- Avoid arriving too early to the testing room where there is nothing to do but fixate on negative thoughts.

Give yourself enough time to find the location, but do not enter the testing room until you need to do so.

- Use breathing techniques and muscle-relaxing techniques

Breathe deeply and exhale slowly; Stretch your neck, shoulders, and legs; Tighten and release your muscles

- Avoid negative thoughts by replacing with a positive mental script: "I CAN ace this exam because I studied and am well prepared!"

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Adult Learners/Learning Theory and Learning Styles

BIG IDEA: Adult learners have distinctly different needs and learning styles than children and adolescents.

BIG IDEA: Even the most self-directed learners need support in order to succeed. It is our job as teachers, coaches, mentors and tutors to recognize each individual's needs –academic as well as emotional—and provide needed support in a respectful a professional manner.

BY THE END OF THIS WORKSHOP, TUTORS WILL...

...be exposed to two specific theories on adult learning: Andragogy and Transformative Learning.

...make clear distinctions between adolescent (18-22 year olds) and adult learners and their needs. (ie. Pedagogy vs. Andragogy)

...obtain tutoring strategies designed to correspond with at least three specific learning styles.

Background for YOU, the Instructor of this Workshop:

“**Andragogy**, initially defined as "the art and science of helping adults learn," has taken on a broader meaning since Knowles' first edition. The term currently defines an alternative to pedagogy and refers to learner-focused education for people of all ages.

The andragogic model asserts that five issues be considered and addressed in formal learning. They include (1) letting learners know why something is important to learn, (2) showing learners how to direct themselves through information, and (3) relating the topic to the learners' experiences. In addition, (4) people will not learn until they are ready and motivated to learn. Often this (5) requires helping them overcome inhibitions, behaviors, and beliefs about learning.”

Conner, M. L. "Andragogy and Pedagogy." *Ageless Learner*, 1997-2004.
<http://agelesslearner.com/intros/andragogy.html>

At the core of **Transformative Learning Theory**, is the process of "Perspective Transformation", with three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle) (Clark 1991).

You Will Need:

- Pocket Folder for each attendee with:
 - Lined Paper
 - Sharpened Pencil
 - Hand out: *Knowles' Andragogical Assumptions*
 - Hand out: *Cranton's Three Perspectives of Adult Learning*
 - Hand out: Mezirow's Transformative Learning Theory: Roles of Teachers and Students
 - Hand out: *Putting It Into Practice*

AGENDA: (Write this on the board for the entire group to see.)

1. Introduction Activity: Go around and say your name and favorite class you have ever taken and why.
2. Activity One: Cranton's Three Perspectives of Adult Learning
3. Activity Two: Knowles' Andragogical Assumptions
4. Activity Three: Mezirow Transformative Learning Theory
5. Activity Four: Putting it into Practice

Training Session Procedure: (1 hour)

Introduction Activity: (5-15 minutes depending on size of group) Go around and say your name and favorite class you have ever taken and why.

Activity One: (15-20 minutes) *Cranton's Three Perspectives of Adult Learning*

Script: With the increase of adult students at CSE it is important that we understand the needs of this unique population. The two foremost researchers in this field are Malcolm Knowles and Jack Mezirow. In your folder are two handouts that outline their theories as well as a Patricia Cranton's interpretation of Mezirow's theory. There is a lot of overlap, yet they complement each other well. Because of their age and their life experience, the needs of the adult learner are different from those of the typical 18-22 year old college student. As tutors we are always sensitive to both the academic needs of our students as well as the emotional. This too is true when working with adult students. To start, we must recognize that the adult learner is often in school for different reasons than the adolescent college student. Patricia Cranton breaks this down into three categories.

Group Discussion: Take a look at Cranton's Three Perspectives of Adult Learning. Take a minute and jot down circumstances or situations that might lead to each reason for returning to school as an adult. For instance, Cranton refers to "Consumer Oriented Learning." What is a specific example of how going to school makes you a more valuable "commodity?"

Group Discussion: How might the attitude of someone who is attending school as an adult because their job requires certain courses in order for her/him to advance differ from someone who is working towards a degree in order to advance in her/his career? In other words, Consumer-Oriented Learning vs. Emancipatory Learning.

Script: Understanding the possible motivations and emotional reactions to being "back in school" will allow you as the tutor to be more effective in your role.

Activity Two: (10-15 minutes) *Knowles' Andragogical Assumptions*

Now, let's take a look at Knowles' Andragogical Assumptions. This theory compels us to consider the difference between pedagogy aka teaching kids and Andragogy aka teaching adults.

Group Discussion: According to Knowles, what is characteristic of an adult learner and how is it different than that of a youth?

Possible answers:

- Adults need to draw from past experiences. Youths don't have as much experience from which to draw.
- Adults need to be able to draw a straight line between what is being learned and how it will be used in their daily success. Youths might not necessarily know what information they will need in the future.
- Adults often have equal responsibilities as a student and as a professional, thus their increased education is intended to further their career. Youths might not know what they want to do professionally after school is completed therefore not all course work seems relevant at the time of acquisition.
- Adults might struggle with being dependent upon teachers and other students after years of independence. For many younger students, college is significantly more independent than high school.
- Younger students might seek more help and support than they actually need, while adult students might need more help than they are willing to ask for.

Activity Three: (10-15 minutes) Mezirow's theory of Transformational Learning and Cranton's Three Perspectives of Adult Learning

Script: Now, let's take a look at Mezirow's Theory of Transformational Learning and Cranton's Three Perspectives of Adult Learning which will help us interpret Mezirow's theory. Mezirow addresses the challenges of returning to school after an extended period out, but doesn't quite discuss WHY an adult student might experience some of these issues. Many consider going to college after high school to be a right-of-passage. This is not true of those returning to school later in life.

Group Discussion: So, for instance, when Mezirow states, "Students must be free to determine their own reality, as opposed to social realities defined by others or by cultural institutions." What might he be referring to?

Some answers might include:

- The challenge of being in classes with students and possibly teachers who are younger than you are.
 - Feelings of inadequacy
 - Feelings of unpreparedness in comparison to the other younger students
 - Lack of energy
 - Difficulty balancing a busy and complicated work/home/school schedule
- Group Discussion: Furthermore, when Mezirow states, "Students must be ready for and open to change." Why might adult learners not be motivated in the courses?*

Some answers might include:

- Being forced by his/her job to take this class.

- Has seen less qualified people get promoted and sees this class as an inevitable, yet tedious, step towards promotion.
- Feels that his/her life and work experience far exceed what is being taught in the class.

Activity Four: (10-15 minutes) *Putting It Into Practice*

Script: Let's put what we have discussed today into practice. Take a look at the hand out: *Putting It Into Practice*. We are going to break off into small groups of 2 or 3 and complete this chart. In 10 minutes we will come back together to discuss.

Group Discussion: This is intended to be a dynamic discussion with infinite responses.

Transformational Learning

What motivates adults to transform?

Cranton's Three Perspectives of Adult Learning

Subject-Oriented Learning: The goal is to acquire content (e.g. facts, problem solving strategies, practical or technical skills); it is positivistic and most often meets the expectations of the learner and is, therefore, comfortable. The expert makes the decisions, not the learner.

Consumer-Oriented Learning: Takes place when an individual expresses a need to learn, looks to the educator for fulfillment of those needs, and then proceeds to learn under the guidance of the educator. The learner makes each decision about learning--for this reason, this kind of learning falls under constructivism.

Emancipatory Learning: A process of freeing ourselves from forces that limit our options and our control over our lives, forces that have been taken for granted or seen as beyond our control. This kind of learning is constructivist in nature and can be transformative. At times this learning occurs independently of the educator; at other times it is fostered deliberately. Unlike the other two kinds of learning, emancipatory learning is often a difficult and painful process. (pp.10-20).

All of the above taken from: Cranton, C. (1994). *Understanding and Promoting Transformative Learning*. San Francisco: Jossey-Bass, 3-21.

Knowles' Theory of Andragogy

Knowles' Andragogical Assumptions	
Concept of the Learner	During the process of maturation, a person moves from dependency toward increasing self-directedness, but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-directing, but they may be dependent in certain temporary situations.
Role of the Learner's Experience	As people grow and develop they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning —for themselves and for others. Furthermore, people attach more meaning to learning they gain from experience than those they acquire passively. Accordingly, the primary techniques in education are experiential ones—laboratory experiments, discussion, problem-solving cases, field experiences, etc.
Readiness to Learn	People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks and problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their "needs to know." Learning programs should be organized around life-application categories and sequenced according to the learners' readiness to learn.
Orientation to Learning	Learners see education as a process of developing increased competence to achieve their full potential in life. They want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow. Accordingly, learning experiences should be organized around competency-development categories. People are performance-centered in their orientation to learning.

Knowles Theory of Andragogy is based on four basic assumptions about adult learners. Together, these four points place considerable focus on the ability, needs and motivations of the learner, more specifically, how motivated the student is to take full responsibility for her/his own success:

<http://www.fsu.edu/~adult-ed/jenny/learning.html#andragogy>

Active Listening, Level 1

Written by Sarah Blazer, ISSP

Objective: to guide tutors through an exercise that will allow them to practice specific skills of active listening and questioning. Tutors will summarize and paraphrase another speaker's utterance, ask clarifying and probing questions, and only then offer an interpretation of the speaker's utterance.

Materials: sheets of paper with the activity instructions printed on them; facilitator's story for use as an example in part 2 of the activity

Introduction

(10-15) (Best if everyone sits in a circle) The facilitator can introduce the value of active listening by: asking questions like why do you feel it's important to listen to others carefully? What happens when we listen? What happens when we don't listen? Can you think of a time when you weren't listened to—when, consequently, you felt misunderstood? Can you think of a time when you were listened to and what that felt like? (Quick share.)

Oftentimes we don't listen well when:

- we are bored because we are checked out
- when a topic of discussion is very exciting and we are eager to contribute because we are too busy formulating our own ideas to responsibly hear the ideas of others
- when a topic of discussion involves conflict or controversy because we are responding out of intense emotion.

No matter the cause, we do not benefit anyone—ourselves or others—when we don't listen to one another.

The facilitator could also (or instead of what's above) introduce the concept of listening by reading the excerpts below and ask tutors to write down any words or images that come to mind. Then share.

Excerpts from *In Dialogue with Reggio Emilia: Listening, Researching and Learning* by Carlina Rinaldi, p. 65, "The pedagogy of listening":

How can we define the term listening?

Listening as sensitivity to the patterns that connect, to that which connects us to others...

Listening, then, as a metaphor for having the openness and sensitivity to listen and be listened to—listening not just with our ears, but with all our senses (sight, touch, smell, taste, orientation)...

Listening as time, the time of listening, a time that is outside chronological time—a time full of silences, of long pauses, an interior time. Interior listening; listening to ourselves, as a pause, a suspension...

Behind the act of **listening** there is often a curiosity, a desire, a doubt, an interest; there is always an emotion. Listening is emotion; it is generated by emotions and stimulates emotions. The emotions of others influence us by means of processes that are strong, direct, not mediated, and intrinsic to the interactions between communicating subjects...

8. **The Listener:** After asking a series of questions, offer your own interpretation of the event and why you think it still resonates with the sharer.

(20) **Do an example of the activity with the entire group, based on one of your own experiences as the facilitator.**** Note: Many tutors may ask questions which lead to or suggest an answer, as opposed to open-ended questions which elicit interpretation only or primarily from the person telling the story. As the tutors ask questions, inform them when the question is too suggestive, and then allow them time to keep trying. After the exercise is over, then draw their attention to these two different types of questions. Write on the board or chart paper/ print on poster paper:

Clarifying Questions: simple questions of fact which help you check that you have heard correctly what another person has said. These questions should be simple to answer.

Ex: How old were you when this occurred? What did your friend do? How did your teacher respond?

Probing Questions: questions you ask to elicit reflection and/or interpretation from another person. These questions require critical thought in order to answer them.

Ex. Why do you think you made that choice? What do you think you would do if you were in your friend's position? What might have happened if you had reacted more quickly? Have you ever experienced anything like this since that day?

9. (20) **Each pair should complete the activity.**

10. (15-20) **Discuss the process with the entire group.**

What benefits came from summarizing the sharer's story immediately after you heard it? Listeners, what were the effects of reserving your interpretation until after you asked a series of questions? Was your first interpretation the same as your final one? Sharers, what was it like to have someone say your story back to you? What was it like to have someone ask you follow-up questions before telling you what they thought your story *meant*?

11. (10) **Discuss, How does what we learned from this activity relate to a tutoring session?**

*Instructor could write possible follow-up questions on the board: How did you feel when...? What did you learn from this event? What kinds of emotions do you associate with this event?

**Sample Story:

I have four brothers and sisters. When I was growing up my father's friend gave him tickets to a Seattle Supersonics game. We were all very excited about this because we'd never been to a professional sporting event before. Unfortunately, he didn't have enough tickets for everyone. One kid would not be able to go. He gathered us together and explained the situation and asked for a volunteer to do something different with my mother. As my father spoke, my mother was giving me the eye. I knew she was communicating with me that she expected me to volunteer. This

made me mad, but I reluctantly held up my hand and agreed. I was extremely disappointed. My father praised me. The consolation prize was that I would go to the movies with my mother. We went to see *Fiddler on the Roof*.

Lesson: As it turned out, I had an incredible time with my mom that night at the movies. It was one of the only times I got to spend time just with her. We both loved *Fiddler on the Roof* and to this day, at times of extreme happiness, the songs from *Fiddler on the Roof* run through my mind. I learned from this experience that I don't have to cling so tightly to a certain outcome or desire in life, that sometimes when you don't get what you want, something just as good or better is likely to come along.

Activity Instructions

1. Think of a story from your own life which you think says something about you, a story which resonates with you, has shaped or defined you as a person. The catch is, try to think of a story that does not *obviously* reveal something about your personality.
2. Write down the who, what, when, and where of your story.
3. Write down why the story is important to you, how it has shaped you, what it says about you.
4. In pairs, decide which one of you will share first.
5. **The sharer:** just share the who, what, when, and where of your story. *Do not share why the story is important to you, how it has shaped you, what you think it says about you.*

The listener: listen carefully.

6. **The listener:** say back to the sharer what he or she told you. In other words, summarize his or her story. Ask the sharer, did I hear you correctly?

The sharer: Confirm the listener has heard correctly, or tell them they have not. If the listener has not heard you correctly, he or she can ask you clarifying questions until you feel the listener clearly shows they have heard the story.

7. **The listener:** quickly jot down what you think the sharer's story means. Then, without expressing your thoughts about what the sharer's story *means*, ask the sharer follow-up questions—to probe for understanding about what this story means to the sharer.*

The sharer: only offer the listener insight into what your story means to you if they ask questions which elicit this insight. In other words, the listener must figure it out by asking effective probing questions.

8. **The listener:** After asking a series of questions, offer your own interpretation of the event and why you think it still resonates with the sharer.

Listening as an active verb that involves interpretation, giving meaning to the message and value to those who offer it. Listening that does not produce answers but formulates questions; listening that is generated by doubt, by uncertainty, which is not insecurity but, on the contrary, the security that every truth is such only if we are aware of its limits....

Listening is not easy. It requires a deep awareness and at the same time a suspension of our judgments and above all our prejudices; it requires openness to change...

Listening that takes the individual out of anonymity, that legitimates us, gives us visibility, enriching both those who listen and those who produce the message...

Listening as the premise for any learning relationship...

The facilitator can preface the activity: In this workshop, we will practice listening by putting into action some specific steps. You probably don't usually follow specific steps when you talk to people, but today you will. Hopefully you will be able to apply these steps in conversations you have outside of this workshop—with students you tutor, peers, supervisors, professors, parents, friends, etc. We are going to do an exercise that's a bit like a mystery game.

Activity

(10) Distribute instructions and explain activity.

1. Think of a story from your own life which you think says something about you, a story which resonates with you, has shaped or defined you as a person. The catch is, try to think of a story that does not *obviously* reveal something about your personality.
2. Write down the who, what, when, and where of your story.
3. Write down why the story is important to you, how it has shaped you, what it says about you.
4. In pairs, decide which one of you will share first.
5. **The sharer:** just share the who, what, when, and where of your story. *Do not share why the story is important to you, how it has shaped you, what you think it says about you.*

The listener: listen carefully.

6. **The listener:** say back to the sharer what he or she told you. In other words, summarize his or her story. Ask the sharer, did I hear you correctly?

The sharer: Confirm the listener has heard correctly, or tell them they have not. If the listener has not heard you correctly, he or she can ask you clarifying questions until you feel the listener clearly shows they have heard the story.

7. **The listener:** quickly jot down what you think the sharer's story means. Then, without expressing your thoughts about what the sharer's story *means*, ask the sharer follow-up questions—to probe for understanding about what this story means to the sharer.*

The sharer: only offer the listener insight into what your story means to you if they ask questions which elicit this insight. In other words, the listener must figure it out by asking effective probing questions.

Active Listening, Level 2

Written by Marisol Jimenez, ISSP

Objective: Tutors will review active listening and paraphrasing techniques and will practice using them in mock tutoring scenarios.

Materials:

- Handout titled "Seven Active Listening Techniques Used by Hostage Negotiators."
- Three scenarios. Be sure to cut up the scenarios in strips to distribute during the role-playing exercise.

Introduction

(5) Pose these questions to the tutors:

- What makes you feel that someone is actively listening to you? What are some cues?
- How do you feel when that happens?

What is Active Listening?

- When you are listening actively, you are doing your best to understand the speaker's message and feelings. You're not listening with the goal of immediately coming up with a response or solution to whatever issue or problem they may raise. Instead, you are listening attentively and using active listening strategies to show the speaker what you believe you've heard them express. Thus, to be an active listener, you need to actively process the conversation and be engaged, but your goal is not to be engaged for the purpose of problem solving or thinking of how you'll overcome the speaker's reservations or opposition to your views. To be a good active listener, you need to focus on understanding the speaker and not problem solving.

Activity (45)

Note to facilitator: Please note that this entire section takes approximately 40 minutes to complete. You may wish to allot 5 minutes to have the tutors read the handout, and then 10 minutes to work with each of the scenarios, for a total of 30 minutes of work with the scenarios. This workshop should take approximately 55 minutes, so you have 5 minutes to allocate as you wish.

- Distribute handout ("Seven Active Listening Techniques Used by Hostage Negotiators") on active listening techniques and ask the tutors to take 5 minutes to read it. Ask tutors to define in their own words each of the techniques based on the reading and to identify which one they think they tend to use least and most when actively listening to a speaker. Ask for volunteers to share their responses.
- Tell the tutors they will put into practice the active listening techniques by engaging in a role play where one person will be the tutor/listener and another the speaker. If they are the tutor/listener, their role is to use the active listening strategies they've just read about. If they are the speaker, their role is to explain the situation

ACTIVE LISTENING HANDOUT

Seven Active Listening Techniques Used by Hostage Negotiators

Minimal Encouragements

Sounds made, especially on the phone, to let one person know the other is there and listening. Such as, "Oh?", "When?", and "Really?". They are questions, comments, or sounds that do not interfere with the flow of conversation, but do let the subject know that the negotiator is there and listening. They help build rapport and encourage the subject to continue talking.

Paraphrasing

A summary in your own words of what you were told. Demonstrates listening, creates empathy and establishes rapport because it is evident that you have heard and understood. Usually, paraphrasing begins with the words, "Are you telling me..." or "Are you saying..." Paraphrasing also clarifies content, highlights issues and promotes give and take between you and the subject. It tends to make the subject a better listener.

Emotion Labeling

This is often the first active listening skill to be used in a crisis communication incident. It is important to be attuned to the emotion behind the words and facts. Commonly, we all want to get into problem-solving too early. Too early an approach to problem solving is doomed to failure because the subject is often not ready to reason and you have not listened enough to get all of the information you need to assist in problem solving. Common phrases for you to use are, "You sound..."; "You seem..."; "I hear..." (emotion heard by you). You do not tell people how they are feeling, but how they sound to you as if they are feeling.

Do not be concerned about making a mistake in labeling emotions. The subject will correct you and will often appear grateful for the attempt. Be aware of missing emotions and listen for conflicts in the feelings expressed, especially if they appear inappropriate to the situation. Emotion labeling is not a technique to apply when you are verbally attacked. In that instance, switch to an "I" message (see below).

Mirroring (or Reflecting)

This is the technique of repeating the last word or phrase and putting a question mark after it. This provides very exact responses because you are using the subject's own words. Reflecting or mirroring asks for more input without guiding the direction of the subject's thoughts and elicits information when you do not have enough to ask a pertinent question. It is useful when you are at a loss for words and it provides an opportunity for the subject to think about what you have said.

Open-Ended Questions

The primary use of open-ended questions is to help a subject start talking. Asking open-ended questions encourages the person to say more without actually directing the conversation. They are questions that cannot be answered with a single word such as "yes" or "no". Open-ended questions get information for you with fewer questions, those that usually begin with how, what, when and where. Note that "why" questions are not asked directly. "Why" questions tend to steer the conversation toward blame and shut down communication. "Why" questions also tend to pass judgment. Closed-end questions give a feeling of interrogation that makes rapport building difficult. They also cause you to work too hard at thinking up new questions.

"I" Messages

"I" messages enable negotiators to let the subject know how he is making you feel, why you feel that way, and what the subject can do to remedy the situation. This is a non-threatening approach and does not put the subject on the defensive. "I" messages are used when communication is difficult because of the intense emotions being directed at you. It is also used when the subject is trying to manipulate you and you want him to stop the attempts. Negotiators also use this technique to refocus the subject and when they are verbally attacked.

Effective Pauses

Silence can be very effective on a number of levels. Most people are not comfortable with silence and will fill it with talk. It is to your advantage to keep the subject talking. Silence can also be used to emphasize a point. You can use silence just before or just after saying something important.

SOURCE: Cokie Lepinski, Master Instructor, Marlin County Sheriff's Office.

Adapted from *On-Scene Guide for Crisis Negotiators*, Frederick J. Lanceley, Boca Raton, CRC Press, 1999, pp 20-24.

Scenarios

Scenario One

Actors in scenario 1: tutor, student, and observer.

Directions for the **tutor/listener**:

- Please use active listening techniques as you listen to the speaker.

Directions for the **tutee/speaker**:

- There are three weeks left in the semester, and you have decided to seek help for a course you are taking and failing. It will be your first visit to the campus tutoring center.
- You have not passed any of the exams in the course but the professor has indicated that in determining the final grade he will give more weight to the final exam than to the earlier exams.
- You are a freshman and you are not sure how you've ended up in the course you are taking. You can barely remember what happened at the start of the semester. You know you just registered for open courses in the major you are considering.
- When you meet with the tutor, after asking about your academic history he informs you there are two prerequisites for the course you are in and you have not taken them.

Scenario Two

Actors in scenario 2: two tutors and an observer. Note that in this scenario there are two tutors, one who is a listener and one who is a speaker.

Directions for the **tutor/listener**:

- Please use active listening techniques as you listen to the speaker.

Directions for the **tutor/speaker**:

- It is your first semester at the Center and you are not certain about the requests made by one of your tutees, a student taking an introductory foreign language course. (English is the student's second language and she is new to the language she is taking.)
- The tutee is a regular visitor to the Center and receives tutoring for various subjects.
- She is often rushed in her sessions and asks the tutor to work with her on an ambitious amount of work. Because the tutee is always pressed for time, you have noticed she will frequently describe an assignment and repeatedly ask you what she should write. She resists your attempt to look up words she does not know how to say in the foreign language, or even to reread the directions for assignments she does not understand.

in which they find themselves. Tell the tutors to note that sometimes the speaker will be a student, and sometimes the speaker will be a tutor. A third person will act as an observer and will take notes on what techniques the listener used in the session and what techniques they could have used. Explain that the scenario descriptions you will give the speakers and listeners for each scenario are to help them get into character and to come up with their lines. Each group will select scenarios to work with and each group should rotate roles so that each member of the group has an opportunity to role-play being a listener and a speaker.

- Distribute the roles and scenarios. Each of the actors in a scenario should get instructions only for their role. The observers will all get the same directions.
- Give the tutors about ten minutes to work with each scenario. Stop after the first scenario. Give the participants the opportunity to share what did and did not come out in the role-play as a result of the listener using or not using the active listening techniques. (*Note to facilitator:* If you are running out of time during the workshop, you might consider stopping after the first two turns to debrief as indicated in the conclusion below rather than waiting until all members of each group have experienced being the listener, speaker and observer.)
- When you are in the role of listener, be mindful of the following:
 - Not talking when the other person is talking, not interrupting them
 - Paraphrase neutrally. In other words, paraphrase what you believe you heard without injecting judgment or your opinion
 - Clarify as much as necessary to ensure you understood the speaker's message
 - Be attentive and look attentive- be mindful of your eye contact, your facial expressions, gestures, and posture
 - Because your goal is to practice active listening, your focus is on that and not solving the situation or issue presented in each scenario

CONCLUSION:

- Review with the tutors how they were able to use the active listening techniques in working with the scenarios. Have those who were in the role of observers describe which techniques the listener utilized and to what effect. (5 minutes)

Scenario Three

Actors in scenario 3: a tutor/listener, a student/speaker and an observer.

Directions for the **tutor/listener**:

- Please use active listening techniques as you listen to the speaker.

Directions for the **tutee/speaker**:

- You are a new transfer student to a senior college. You signed up for tutoring the first week of classes and you've been consistent about attending appointments because you are committed to doing well in the course.
- You have a learning disability, which involves having trouble with reading. You have always had trouble with reading and you recognize you have low reading comprehension skills. You are often unable to understand course readings unless someone helps you break them down a lot and provide you with explanations of parts of the reading. Sometimes you look up new words you find when you read, but you are not able to remember what they mean soon after you've studied the definition.
- You are registered with the Office of Student Disability Services but you don't feel the counselor you have spoken to has been helpful. The programs and services he's suggested you use are not available to you during the times you are on campus.
- You have so much going on between work, classes, and being a mom that you often arrive for the session unprepared to work on what you have and the tutor had agreed to work on the week before. You worry about falling further behind than you have in the class and want to cover as much material as possible in your sessions, even if you are not quite sure you've understood everything you've done in class or read at home.

Directions for the **Observer** in each scenario:

You are observing a situation in which a listener will try to use active listening techniques. Your task is to take notes on what techniques the listener used in the session and what techniques they could have used. The techniques are listed in your "Active Listening Techniques" handout. You may wish to keep it next to you as you observe the scenarios.

Activity- Part 2:

(25) Facilitator explains that we will now do a second activity that will allow us to practice these same skills as they relate to a tutoring session.

Ask for a volunteer to share a difficult tutoring experience s/he has had. Explain that it is important to use an example that the tutor is struggling with, something that s/he can not be able to resolve to her or his satisfaction. Give the volunteer some time to think about how s/he will describe her scenario. In the meantime, give the Listeners the hand-out on Probing Questions from Level 2 Workshop. Ask the Listeners to think about these questions as they listen to the scenario and consider how best to respond.

Explain that Listeners will be asked to hold their questions until after the tutor is finished speaking. ****Use this as a jumping off point to discuss the issue of different cultural and personal styles of listening and how to be sensitive to this in tutoring sessions. *Is it natural to hold questions until the end? Does everyone listen or ask questions in the same manner? How can we be sensitive about this?***

Active Listening/ Re-phrasing Exercise

After listening to the tutoring scenario, ask for a volunteer among the Listeners to repeat back to the tutor what they heard. The Facilitator should explain that this exercise is an active listening technique that is generally used to help people who are mis-communicating or in conflict. We are going to use it just to emphasize the nature of listening, how it involves both the speaker and the listener and how we sometimes assume we've heard clearly when we have not.

How it works:

- o Listener re-states what they've heard Speaker say
- o Speaker responds as to whether or not this is accurate, whether this is what s/he intended to convey
- o If the Speaker says that the Listener got it wrong, the Listener must try again to get it right
- o This continues until the Speaker is satisfied that s/he has been accurately "heard." For our purposes, other Listeners can pitch in and try to help if the first Listener is struggling.

Then allow for listeners to look at the Bloom's taxonomy list of questions and use these to ask probing questions. Facilitator should explain to them that their goal is not to come up with solutions to the tutor's dilemma, but to help the tutor figure out solutions on her or his own.

Ask tutor if this process was helpful and what questions were particularly beneficial.

Conclusion

(5) What did you learn from these activities? How will you incorporate these ideas into your tutoring work?

Active Listening, Level 3

Written by Jennifer Fasulo, SEEK

Objective: Review and reflect on strategies for Active Listening & Asking Probing Questions

Materials: Dramatic Monologue, Listener Questions handout, Bloom's Taxonomy handout

Note to Facilitator: Be careful not to spend too much time on Activity One or you will run out of time for Activity Two, which focuses more specifically on listening as it relates to tutoring.

Introduction

(5) This workshop is a review for tutors who have already been tutoring for awhile. Listening actively and asking probing questions may be familiar concepts to you, and yet we still sometimes forget just how important they are in a tutoring session. One of the biggest challenges with tutoring is not to say or do too much for a student. Developing an extensive 'tool-kit' of listening and questioning skills/strategies can move a tutor from "enabling" a student (providing answers) to facilitating a student's discovery of answers or of what s/he already knows. This workshop is designed in a way to help you assess your listening skills and share strategies for greater effectiveness in listening and asking questions.

Activity- Part 1:

(25) Facilitator explains that we are about to do a listening activity by watching a dramatic monologue. The facilitator can use the monologue included with this workshop (and find a theater student or another adventurous volunteer to read it) or s/he can pick another monologue to her or his liking. However, it should be something which allows the listeners to "listen between the lines" for subtext or underlying meaning. There are two other monologue suggestions listed at the bottom of the Dramatic Monologue by Heather Raffo. The facilitator explains the context of the play from which the monologue comes (see play monologue hand-out) and that the purpose of the activity is to listen carefully to what is said and see how well you can repeat back what you heard as well as to listen for the underlying emotional meaning or subtext. Solicit answers from group.

Large group watches the performance. If there's a volunteer performer, s/he should be encouraged to use body language to communicate the character's feelings, which may not be directly communicated in the monologue. Everyone else in the group is given the assignment to be "Listeners."

The Listeners will be divided into pairs and given a sheet that asks them to discuss the following questions:

- 1) Restate what the actor has said in your own words. You should begin with the statement, "What I hear her (or him) saying is....."
- 2) Write down what you think are the most important points/issues of what s/he is saying and why
- 3) What are the non-verbal clues you noticed about what s/he said and how does that influence how you would respond
- 4) What do you think might be some of the underlying emotions s/he is feeling and why. (What are the clues that allude to her feelings or opinions?)

Transition: Facilitator asks the large group: what does this activity have to do with tutoring? Why is listening an important activity in a tutoring session?

Dramatic Monologue

An excerpt from the play, *Nine Parts of Desire* by Heather Raffo¹

*Note to reader & Facilitator: **Nine Parts of Desire** is a one-woman show based on interviews conducted with Iraqi women by Iraqi American Heather Raffo. The various characters share their experiences over the last twenty years of tumultuous events in Iraq. It is a play loaded with social, political, and cultural relevance that should provoke interesting discussions.*

The excerpt below is spoken by the character Layal. Layal is an Iraqi artist- a passionate, dynamic woman who is a successful painter in her country, but also has been deeply affected by the two US wars against Iraq and the devastation they have caused the country. The monologue takes place during the recent US invasion of Iraq. She is speaking to a young Iraqi American woman, a friend of her family, who has come to Iraq for a visit despite the danger of the current situation. (However, since it is a monologue, the audience is the "American" who Layal will be addressing)

Layal

Welcome to your father's country!
Are they still together? your parents?
maybe it can work.

Does she know how to cook Arabic food your mother?
Well,
I guess some American women can manage it.

You have a Babylonian nose
from your father
but I bet your smile your mother's
you have that winning
an American smile.

You are brave to come here
after this big war of aggression
your family must be happy to see you
probably you meet some of them for the first time.

But after this
you can forget about them

¹ Jennifer Fasulo received permission from Heather Raffo to use this script in the workshop.

your war is over so
you can choose them or not.

It is only if you are attached to something
and you cannot choose to let it go
like me
I cannot ever leave Iraq
I am for here in my heart in my soul
even it is hard for me
and I suffer
I am attached like I will die if I leave.

You know my house was hit, from Bush's war; aa, aa
I wasn't there, alhumdol-lah,
but we lost everything, I mean my paintings for the new exhibition
my family's things – everything.
It was only 8 houses from here
it was this neighborhood they bomb can you believe it?
So how smart is this bomb
if it bomb a painter?

she laughs

Maybe they think I am dangerous,
I still can't look at it
my old house
My kids laugh at me because I have to drive around the block
the other way to come here
I cannot drive past it
the old house-

Two other possible excerpts: one is from an essay called "Dearly Disconnected" by Ian Frazier. It is a monologue about the rapidly changing nature of technology and its affect on communication and human interaction. The second is an excerpt from an essay by Amy Tan called "Mother Tongue" in which she describes the different versions of English she uses and their various meanings in her life depending on who she's speaking to—for example, academic English vs. the English she uses with her mother.

Listener Questions Hand-out

- 1) Restate what the actor has said in your own words. You should begin with the statement, "What I hear her (or him) saying is....."
- 2) Write down what you think are the most important points/issues of what s/he is saying and why
- 3) What are the non-verbal clues you noticed about what s/he said and how does that influence how you would respond
- 4) What do you think might be some of the underlying emotions s/he is feeling and why. (What are the clues that allude to her feelings or opinions?)

Structuring the Learning Experience for the Client/Tutee

LESSON PLAN STRUCTURE PRACTICE FOR TUTORS scenario involves a student struggling in a basic liberal arts course

Step 1: DESCRIBE THE SITUATION

Identify the problem(s) with specific symptoms and outcomes.

Learner is concerned about securing further education and/or training to ensure a better future for him/herself and family. Learner is struggling to set learning goals!

Step 2: ANALYZE THE SITUATION

Why is this a problem?

Learner has limited experience in setting goals and strategic thinking.

Who does this problem affect?

Learner and family.

How are people affected by the problem?

Learner's decisions concerning his/her skill development and level of education will affect his/her future. Learner's goals will also impact family's quality of life and stability.

Step 3: IDENTIFY THE DESIRED OUTCOME

What is my goal concerning this problem?

To set realistic, attainable learning goals,

Step 4: DETERMINE A SOLUTION TO THE PROBLEM

What are my options to solve this problem?

Learner responses will vary. Options include taking life as it comes, letting others plan learner's goals, or learning how to establish personal goals.

Which option is best to solve this problem?

Learner should develop goal setting skills.

Step 5: DEVELOP A PLAN TO SOLVE THE PROBLEM

What resources will be needed to implement the plan?

1. Notebook and pen or pencil;
2. Cassette player;
3. Information about local education and training programs and;
4. Local library.

What steps are included in the plan?

1. Learn how to establish goals with varied time frames;
2. Make a list of personal skills and qualities and identify areas of desired improvement;
3. Use visualization technique to determine learning goals;
4. Prepare a chart of learning goals and objectives; and
5. Visit library to find out about local programs.

What is the timeline for my plan?

(Timelines will vary and should be negotiated between tutor and learner.)

How will I know if my plan is successful?

1. Learner establishes 3 learning goals and objectives;
2. Learner sets goals with varied time frames; and
3. Learner contacts local education/training programs for information.

Step 6: IMPLEMENT THE PLAN

Step 7: EVALUATE THE SUCCESS OF THE PLAN

Is the plan working? Why or why not.

Learner responses will vary. Has learner identified skills for improvement? Did learner obtain and act on information from local programs? Has learner discussed goals with family?

Does the plan need revision? If so, how?

Learner responses will vary. Tutor and learner should jointly decide if plan needs revision and determine necessary changes.

How has this problem and my solution affected my self esteem?

Lack of clear, realistic goals breeds confusion and powerlessness. Well-defined goals provide purpose to life and raise self confidence. Learning goals are prerequisites to skill development and self esteem.

Step 8: DECIDE HOW TO CELEBRATE MY SUCCESS

What will I do to reward myself for dealing with this problem?

From Mount St. Mary's College. <http://www.msmc.la.edu/student-life/tools-for-academic-career-success/learning-resources/chalon-learning-center/crla-tutor-training-modules/l3-review-of-level-one-and-two-concepts/structuring-the-learning-experience-for-the-clienttutee.asp>

Conklin Academic Skills Center
Structuring the Learning Experience

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Objectives

- Understand the value of structured learning
- Discover what the role of the tutor is in developing knowledge structures
- Learn techniques to improve students' knowledge structures

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Why is structure important?

- Researchers refer to the interconnected networks that store information in a person's long-term memory as knowledge structures
- A person's ability to process information and solve problems depends on
 - The size of one's knowledge structures
 - The number of connections between structures
 - The strength of connections between structures
 - The organization of relationships
- Makes it easier to retrieve information and use it to solve unfamiliar problems

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Structured Learning in a Session

- More and stronger connections between pieces of information make it possible for a student to use one piece of the network to get the entire pattern
- Assist the tutee in reinforcing the connections in their knowledge networks and forming new connections for new information

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Difference in Knowledge Structures

<ul style="list-style-type: none"> ▪ Expert <ul style="list-style-type: none"> • Large, well organized networks with many strong connections between a variety of items stored in long-term memory • More adept at finding patterns and using them in new situations 	<ul style="list-style-type: none"> ▪ Novice <ul style="list-style-type: none"> • May have large, unorganized networks with few connections of material in long-term memory • Less able to use old information for solving new problems
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College of Saint Elizabeth, Level Three 7.3 & 9-C3

Goal of the Tutor

- Help tutees to move from their status as novice to expert in the way they learn
- Work with the tutees to develop more sophisticated knowledge structures
- Understand the basics of structure

College of Saint Elizabeth, Level Three 7.3 & 9-C3

The Basics of Structure

- Develop background knowledge in the subject
- Organize new information in whatever way works best
- Review what the tutee has learned

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Develop Background Knowledge

- Give the tutee plenty of reading material
 - Adds to the number of pieces of knowledge the student has in short term memory
- Move the information into long term memory by reviewing old materials often
 - Have tutees practice using the knowledge they have learned to solve new problems
- This ensures connections between pieces of information are strong and helps students link new pieces of information to old in many ways

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Organize New Information

- Help the tutees learn to use several methods to help organize their knowledge
- Some optional methods
 - Graphic organizers
 - Outlining
 - Summarizing information
 - Color/shape coding
 - Sound association
 - Grouping

College of Saint Elizabeth, Level Three 7.3 & 9-C3

Review what has been learned

- Ask tutees to summarize what they have read
- Ask tutees to put information into their own words
- Compare and contrast specific information
- Apply old ideas to new situations
- Strengthen old connections and create new ones within their knowledge structures

College of Lake Elizabeth, Level Three T3.A-C3

Tips to Improve Student Learning

- Begin each session with a short review of old material
- Present new material in small steps and provide an opportunity for the tutee to practice after each step
- Give clear and detailed explanations and instructions

College of Lake Elizabeth, Level Three T3.A-C3

More Tips to Improve Student Learning

- Ask lots of questions and allow the student sufficient time to answer each one
- Guide the student during the initial practice
- Give frequent constructive feedback

College of Lake Elizabeth, Level Three T3.A-C3

Structure Through Questions

- Remember that it is important to give tutees frequent opportunities to answer questions and explain the material in their own words
- Gives opportunities to correct any misconceptions the student may have before those ideas are stored in the long term memory
- Present material in small steps then check for understanding after each one

College of Lake Elizabeth, Level Three T3.A-C3

Review

- Key to storing material is developing meaningful knowledge
- Encourage students to use all available resources to help organize their knowledge
- Create connections between old and new material
- Strengthen connections that already exist


College of Lake Elizabeth, Level Three T3.A-C3

Group Discussion

- What is the difference between an expert and a novice learner?
- What are the three basic components of structuring learning? Explain.
- What other things do you think encourage structured learning?

College of Lake Elizabeth, Level Three T3.A-C3


Quiz Time



College of Lake Elizabeth, Level Three T3.A-C3


College of Saint Elizabeth
Conklin Academic Skills Center
Self-Regulated Learning

Students take charge of their own learning.



Self-Regulated Learning

- Students are able to monitor, assess, and modify their behavior based on their evaluation of what they have successfully learned.
- Students are able to be in charge of their learning and studying environment.




Self-Regulated Learning

- Students can manage their time.
- Students can request support when needed.
- Students believe that they can be academically successful (self-efficacy).
- Students are able to set goals, plan, and use study strategies.
- Students are able to manage their emotions, i.e. test anxiety.


What does Self-Regulated Learning Look Like?

- Students know cognitive and study strategies.
- Students know when to use the strategies.
- Students can plan and manage their time.
- Students can focus on learning and goals.
- Students believe they can learn (self-efficacy).
- Students have a positive attitude towards learning.
- Students can self-motivate to learn.




Self-Regulated Learners' Task Behaviors

- Analyze the task:
Interpret the task requirements.
- Set specific goals:
Select appropriate strategies.
- Implement strategies:
Monitor progress (internal feedback).
- Adjust the strategies.
- Use self-motivational strategies:
Keep on task.
Combat discouragement.
Deal with difficulties.



Self-Regulated Learning


- Can be taught and can be learned:
 - Self-assessment:
 - Monitor your own performance.
 - Self-judgment:
 - Evaluate your own work.
 - Self-Modification:
 - Set goals.
 - Use self talk.
 - Change the environment -eliminate distractions.
 - Ask for help.



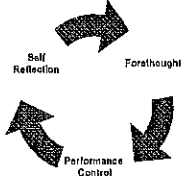
Self-Regulated Learning

High achieving students:

- Set more detailed learning goals.
- Use a multiplicity of strategies.
- Self-monitor more frequently.
- Systematically modify efforts, goals, and strategies.




Self-Regulated Skills Cycle



Phase 1: Forethought


- When will I write the paper?
- Where will I write the paper?
- How will I get started writing?
- What will help me write the paper?



Phase 2: Performance Control

- Am I accomplishing the work?
- Is this work taking more time than I thought?
- Can I encourage myself (use self-talk) to keep going?
- What will help me?


College of Saint Elizabeth, Level Three 71 and 923 (Zimmerman, 2002, 1998)



Phase 3: Self-Reflection

- Did I do a good job writing that paper?
- How did I keep on task?
- What helped me?
- Did I give myself enough time?
- Did I choose the right study strategies?
- Did I set rewards and consequences for myself?
- Did I follow my plans?


College of Saint Elizabeth, Level Three 71 and 923 (Zimmerman, 2002, 1998)



Self-Regulation Strategies

- Organizing Information:
 - Outline.
 - Summarize.
 - Highlight.
 - Use index cards to self test.
 - Draw diagrams.
 - Use concept maps.


College of Saint Elizabeth, Level Three 71 and 923



Self-Regulation Strategies

- Set Goals.
- Devise a plan to achieve the goals.
- Manage your time well.
- Keep records and self-monitor:
 - Take notes.
 - Gather information.
 - Organize information.


College of Saint Elizabeth, Level Three 71 and 923 (Vockell, 2001; Winne, 1995; Zimmerman, 2002)



Self-Regulation Strategies

- Rehearsing and memorizing:
 - Use mnemonic devices.
 - Teach someone else the concepts.
 - Make up and answer sample questions.
 - Use mental imagery.
 - Overlearn-Use repetition.
 - Say notes aloud.


College of Saint Elizabeth, Level Three 71 and 923 (Vockell, 2001; Winne, 1995; Zimmerman, 2002)



Self-Regulation Strategies

- Behavioral:
 - Self assessment:
 - Break the task down into its parts.
 - Set goals.
 - Set up consequences for yourself:
 - Use positive reinforcement:
 - What will I do to reward myself for a job well done?
 - Set consequences:
 - What will I do if I do not follow through?


College of Saint Elizabeth, Level Three 71 and 923 (Vockell, 2001; Winne, 1995; Zimmerman, 2002)



Self-Regulation Strategies

- Where will I gather information?
 - Library, internet, textbook, notes.
- Where will I study?
 - Eliminate distractions, comfortableness, plan study periods and breaks.
- Where and when will I request assistance?
 - Help from peers & professors.
 - Tutoring.


College of Saint Elizabeth, Level Three 71 and 923



Self-Regulation Strategies

- Structuring the environment:
 - Arrange the physical setting.
 - Eliminate distractions.
 - Break up study periods.
 - Spread study periods over time.
- Seeking assistance:
 - Help from peers.
 - Help from the professor.
 - Tutoring.

College of Saint Elizabeth, Level Three 71 and 923



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College of Education, Level Three 7.3 and 9.3

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College of Education, Level Three 7.3 and 9.3

Advanced Group Tutor Training

Group Tutoring and Management

Group tutoring sessions assist students with specific subjects. The groups meet weekly with a tutor, and consist of no more than five students who are in the same course. Based on the center's philosophy of helping students "learn how to learn", the group tutor is able to provide further explanation of difficult topics or concepts, review for tests or quizzes, answer student questions, as well as helping the students to develop strategies to improve their study skills and build on their strengths.

When effective group management processes are employed, clear assessment guidelines developed and communicated and valid and fair grading processes employed, the likelihood of positive learning outcomes and student satisfaction with group activities is significantly increased. Alternatively, if students cannot see the objective of group work, are unsure of what is expected of them, or believe the assessment methods are invalid or simply unfair, the educational benefits are reduced and tensions can emerge. The conditions under which group work is conducted are crucial to its success:

Group work, under proper conditions, encourages peer learning and peer support and many studies validate the efficacy of peer learning. Under less than ideal conditions, group work can become the vehicle for acrimony, conflict and freeloading. It may also impose a host of unexpected stresses on, for example, students with overcrowded schedules living long distances from the University. (University of Wollongong assessment policy, 2002)

The educational benefits of students working cooperatively in groups are well recognized. Among other things,

- studying collaboratively has been shown to directly enhance learning;
- employers value the teamwork and other generic skills that group work may help develop; and
- group activities may help academic staff to effectively utilize their own time.

The design of assessment is central to capturing the benefits of group work and avoiding its pitfalls. Assessment defines the character and quality of group work. In fact, the way in which students approach group work is largely determined by the way in which they are to be assessed.

To maximize student learning in group activities, this section offers advice on how academic staff can:

- establish explicit guidelines for group work to ensure that learning objectives are met and to ensure that they are transparent and equitable; and
- manage the planning, development and implementation of processes and procedures for learning through group work and group assessment.

Three good reasons for group learning

1. Peer learning can improve the overall quality of student learning

There are sound educational reasons for requiring students to participate in group activities. Group work enhances student understanding. Students learn from each other and benefit from activities that require them to articulate and test their knowledge. Group work provides an opportunity for students to clarify and refine their understanding of concepts through discussion and rehearsal with peers.

Many, but not all, students recognize the value to their personal development of group work and of being assessed as a member of a group. Working with a group and for the benefit of the group also motivates some students. Group assessment helps some students develop a sense of responsibility: 'I felt that because one is working in a group, it is not possible to slack off or to put things off. I have to keep working otherwise I would be letting other people down'.

2. Group work can help develop specific generic skills sought by employers

As a direct response to the objective of preparing graduates with the capacity to function successfully as team members in the workplace there has been a trend in recent years to incorporate generic skills alongside traditional subject-specific knowledge in the expected learning outcomes in higher education.

Group work can facilitate the development of skills, which include:

- teamwork skills (skills in working within team dynamics; leadership skills);
- analytical and cognitive skills (analyzing task requirements; questioning; critically interpreting material; evaluating the work of others);
- collaborative skills (conflict management and resolution; accepting intellectual criticism; flexibility; negotiation and compromise); and
- Organizational and time management skills: 'Having to do group work has changed the way I worked. I could not do it all the night before. I had to be more organized and efficient'

3. Group work may reduce the workload involved in assessing, grading and providing feedback to students

Group work, and group assessment in particular, is sometimes implemented in the hope of streamlining assessment and grading tasks. In simple terms, if students submit group assignments then the number of pieces of work to be assessed can be vastly reduced. This prospect might be particularly attractive for staff teaching large first year classes.

But the assessment of a group 'product' is rarely the only assessment taking place in group activities. The process of group work is increasingly recognized as an important element in the

assessment of group work. And where group work is marked solely on the basis of product, and not process, there can be inequities in individual grading that are unfair and unacceptable.

Once a workable model of group work is in place and the necessary planning has occurred, group assessment may reduce some of the task of assessment and grading - provided that assessing individual contributions to the product or process is limited. Without careful preparation and these limitations, however, group assessment can add significantly to staff workload.

Common issues and concerns

Lack of perceived relevance, lack of clear objectives

While some students consider the group assessment they participate in as effective preparation for employment ('it's just how teams work in the media industry'), others are yet to be convinced. There is an alternative view that employers focus on employing an individual, not a team, and that the way group work is carried out and assessed in universities is rarely the way it is carried out or evaluated in 'the real world of the workplace'. As one staff member put it 'I'm not sure we replicate the workplace'.

Students are sometimes not clear about the learning benefits of group work and group assessment and are sometimes ill equipped or under-skilled for such work. Many students enter higher education having developed independent study habits and are strongly oriented towards their own personal achievement. These students may perceive little value for their own learning in group activities, or may be frustrated by the need to negotiate. Students can also perceive group work as a management tool used by academic staff primarily to reduce their assessment load and of little or no benefit to students.

The diversity of reactions to the relevance of group activities is at least partially explained by the fact that individual staff and students are referring to their personal experiences of markedly different approaches to the structuring of group learning.

Inequity of contribution

One of the strongest concerns that students have about group work is the possibility that group assessment practices may not fairly assess individual contributions. Students are keen that grading practices are established such that grades properly reflect the levels of performance of each student and that where necessary, grade adjustments can occur to better reflect these levels. Such arrangements can address the issue of the would-be 'shirkers' and ensure they are encouraged to contribute equitably and that they receive an appropriate grade if they do not. Such arrangements can also reward individual group members who carry a proportionally heavier load or who make a more significant contribution than do their group colleagues.

Overuse

"It's different, therefore interesting and enjoyable, but I wouldn't want every piece of assessment to be like this"

Careful coordination of the scheduling of assessment can help avoid the serious student workload issue that is likely to arise from a number of group assessment tasks across different subjects. Monitoring and regulation of the extent and timing of group work is therefore desirable. But with the challenges posed by more flexible study options and a wider range of student choices, the coordinated scheduling of assessment is often difficult. Some consideration of the needs of particular students may be possible. For example, if students are allowed to put a case explaining the extent of concurrent group assessment they are experiencing, it might be possible for staff to provide alternative assessment in one or more of the subjects in which a student is enrolled. The provision of such student choice would need to be carefully managed so that individual students were assured of some opportunities for group assessment over their course of study.

Designing group activities that work: Is there a best model for group work?

Probably not, for the 'best' model depends much on the context. One view is that imposing one or other model may impede learning and prevent effective cooperation. On the other hand, some students may prefer to be guided by a clear model. There are many approaches that are possible. Some groups, for example, might prefer to meet within a formal structure with agendas, resolutions and minutes; others may prefer a series of informal discussion groups.

Well organized and supported group work may build confidence in first year students. An initial contract, where students commit themselves to the services and tasks they will complete for the group, may be effective in some situations although many staff find such approaches cumbersome. Such contracts do, however, make it easier to measure performance later and to identify 'shirkers'.

In any case, explicit and transparent procedures should be made available and explained to students undertaking group work. In addition, as many universities recognize, academic staff supervising group work should make advance plans for students whose groups disband.

The 'best' selection of group members, the 'optimal' roles and responsibilities that should be adopted and the 'ideal' conduct of group meetings will all depend on the purpose and function of the group. The following sections offer some alternative approaches.

Providing explicit guidelines

1. Determining group membership

There are a number of options for determining group membership, including letting students choose their group ('friendship groups') and staff assigning students to groups. There is a view that in units where learning about group dynamics is not one of the aims, students can self select. An alternative view suggests that 'it's best to know and trust others so the group does not end up carrying a slacker' but this may be difficult for students who do not know anyone in their class.

On the other hand, in situations where group dynamics and the challenge of working effectively as a group are an expected part of the learning, effective group work may be facilitated by staff forming the groups. In this case, it may be useful to consider matching group members; for example, students of similar ages or with similar backgrounds may work well together, depending on the nature and content of the task or project. Or it may suit the purpose and function of the group to 'mix them up' randomly.

In either case, ensuring cohesiveness so that group time and effort is spent on the task, rather than on developing cohesiveness and dealing with unproductive conflict, is almost certainly staff time and effort well spent.

2. Establishing the role(s) and responsibility of group members

Students less familiar with university group work, such as some international students and first year students, may find clear guidelines about the possible roles and expected contributions of group members useful in guiding their behavior and contributions. Students may find simple suggestions about possible roles (for example, leader, notetaker and so on) useful for guiding their own discussions about roles.

Similarly, a discussion of the responsibility each group member has to the others in their group will not only provide guidance in what to reasonably expect from others but also in what other members are likely to expect from individual students in terms of contributions.

3. Scheduling group meetings

It will be useful to assist students to consider the impact for group members of:

- travel time and cost from diverse locations;
- part-time or full-time work commitments;
- parental and family responsibilities; and
- student disabilities.

These are not minor issues. The time and workload pressure and, in many cases, resulting anxiety, of organizing oneself to attend and contribute to group meetings is keenly felt by many students in higher education. Many students develop a significant sense of responsibility to their group(s) and while this feeling sometimes brings a welcome sense of 'relief from full responsibility - it's a shared responsibility', it more often brings a 'worry about the effect on the group of anything that I do'. At least a small amount of scheduled class time should be used to discuss these issues and provide students with support and advice related to how to manage them.

4. Defining group processes and procedures

Guidelines and procedures for group work and group assessment should be detailed. It is essential that the purpose and function of group activities and assessment be explained fully to students undertaking such activities. The following three questions encapsulate the main

concerns students have about group work and may be useful as a guide for staff preparing information for their students:

- Why are we doing this in groups and not individually - what is the advantage of group work and group assessment here?

On this first concern, it is useful to pick a task that is worthwhile, feasible and best done, or only done, by a group.

- How does doing this group activity help me achieve the learning objectives of this subject?
- How will my contribution be fairly assessed?

On the final question, there is much to consider and the decisions necessary to make about assessment are considered in detail in the discussion too follow.

Weighing-up the options for group assessment

Getting the assessment right is critical. Decisions about how to structure the assessment of group work need to be focused around four factors:

1. whether what is to be assessed is the product of the group work, the process of the group work, or both (and if the latter, what proportion of each)
2. what criteria will be used to assess the aspect(s) of group work of interest (and who will determine this criteria - lecturer, students or both)
3. who will apply the assessment criteria and determine marks (lecturer, students - peer and/or self assessment or a combination)
4. how will marks be distributed (shared group mark, group average, individually, combination)

1. Product, process or both?

Many staff believe there is a need to assess the processes within groups as well as the products or outcomes - but what, exactly, 'process' means must be explicit and transparent for students. For example, if a staff member wants to assess 'the level of interaction', how might a conscientious student ensure they reach 'an outstanding' level? What is 'an outstanding' level?

The example above raises the question of how a staff member can confidently know the level of interaction that has taken place. Staff would either have to involve themselves intimately in the workings of each group or rely on student self- or peer-assessment.

Less often, assessment is focused solely on the product of group work: 'I don't care what they do in their groups - they're adults. All I'm interested in is the final product - how they arrive at it is their business'.

Most commonly, there is an interest in both the process and product of group work and the decision becomes 'What proportion of assessment will focus on each?'

2. What criteria and who says so?

Criteria for the assessment of group work can be determined by staff, students or through consultation between the two. Groups are most successful when students are involved in establishing their own criteria for assessment through consultation with teaching staff. These criteria are then used to assess and grade the group work.

A clear understanding of the intended learning outcomes of the subject in which the group work occurs is a useful starting point for determining criteria for assessment of the group work itself. Once these broader learning requirements are understood, a consideration of how the group task, and criteria for assessment of that task, fit into those broad requirements can then follow.

It is easier to establish criteria separately for the process and product of group work than to attempt to do both at once. The generation of criteria for the assessment of products of group work is relatively straightforward given the similarity between these and individual assessment submissions (products) in other contexts. Criteria for process, as appropriate to the subject and group work objectives, may include, for example:

- regular meeting attendance
- equity of contribution
- evidence of cooperative behavior
- appropriate time and task management
- application of creative problem solving
- use of a range of working methods
- appropriate level of engagement with task
- development of professional competencies
- evidence of capacity to listen
- responsiveness to feedback/criticism.

3. Who is the assessor - lecturer, student or both?

4. Who gets the marks - individuals or the group?

Assessment and grading practices have a central role in optimizing the quality of group interaction and more generally in directing student learning in group work. In a wide ranging interview about group assessment, students were asked if they could change one thing about this experience, what it would be. One 3rd year student said 'I would get the lecturers to clearly outline their expectations so that we know what amount of work and effort will get what mark'. Another said, 'I would make marking of group work consistent'.

This section provides some assessment options for the products and processes of group work where staff and/or students are responsible for allocating marks. Four tables are provided:

- Options for *lecturer/tutor* assessment of group work *product*
- Options for *student* assessment of group work *product*
- Options for *lecturer/tutor* assessment of group work *process*
- Options for *student* assessment of group work *process*

The assessment options and some of their likely advantages and disadvantages, both inherent and in relation to other assessment options, are outlined in the tables. Finally, a short list of assessment options that combine product and process foci and staff and student assessors is provided.

The suggestions offered in this section are not intended to form an exhaustive list of all possible group assessment options. They are an examination of some of the most commonly used options and intended as a set of prompts for consideration when designing group assessment.

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<http://www.msmc.la.edu/student-life/tools-for-academic-career-success/learning-resources/chalon-learning-center/crla-tutor-training-modules/13-review-of-level-one-and-two-concepts/group-tutoring-and-mangement-skills.asp>

Listen Up!



Communication & Gender

A Skills Workshop



Brainstorm

1. How are men and women **different**? Brainstorm and list as many differences as you can in the way men and women talk, behave, use nonverbal cues, make decisions, etc...

2. How are men and women **similar**? In what ways and what traits do women and men share?

Primary Influences

- Rewards for gender-appropriate behavior
- Imitating adult role models
- Influence of peers
- Books
- Popular music
- TV, movies
- Our own motivations to become the woman or man we want to be

- ---
- ---
- ---

True or False

1. Men listen for "feelings" as much as they listen for "facts." _

REASON: _____

2. If a person has something of a personal nature to share, they would prefer to share it with a man. _

REASON: _____

3. Men tend to stand indirectly, rather than directly (face-to-face), therefore are often perceived as not listening. _

REASON: _____

4. Women tend to be goal-oriented in their listening style, (listening for facts). _

REASON: _____

5. Men often want to "fix" or "solve" when they listen to a person's story. _

REASON: _____

6. Women often incorporate many nonverbals into their communication, and therefore are often interpreted as "attentive" listeners. _

REASON: _____

7. Men and women are equally able listeners. _

REASON: _____

8. Women often want men to be more "understanding" when they listen.

REASON: _____

9. Women often include details in their speech that men perceive as unnecessary and consequently, make it challenging for them to listen. _

REASON: _____

10. Women tend to be perceived as better listeners than men. _

REASON: _____

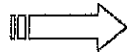
PARADIGM

Listening Between the Lines

MALE style

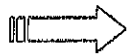
FEMALE style

Goal



Process

Self



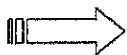
Other

Independence



Interdependence

Task



Socio-emotional



Gender Menders

LISTENING

For MEN

- Offer understanding and empathy when listening.
- Offer solutions and fixes only when specifically asked.
- Ask a woman if she wants to vent or if she is seeking your advice in solving a problem.
- Demonstrate that you are listening by using direct eye contact, facing her, nodding your head and any other non-verbals that indicate you are engaged.
- Listen for feelings as well as facts.

Gender Menders

LISTENING For WOMEN

- When a man asks you a question, begin with a one-sentence or one-word answer.
- Keep it short. Minimal details. Only the necessary.
- Indicate if you want to vent or need solutions.
- Remember, he is listening even though he may not be maintaining eye contact or exhibiting a direct orientation toward you.
- Continue to share feelings and also state facts clearly.



Are You Really Listening to What I'm Saying?

CASE STUDY

Susan went to John's desk and announced "I can't believe I just got a "C" on this test! I was sure I'd aced it." She looked puzzled and bewildered.

1. What was the content of the message?

2. What do you think Susan was feeling (what were her emotions)?

3. How might John respond to what Susan has said?

4. List two possible empathic responses John could have to Susan's disclosure?

Gender Menders

COMMUNICATING

For MEN

- Sometimes women perceive men's communication as "brash" and "authoritarian" because of their direct style. **Incorporate some indirect styles, especially when interacting with women. i.e.:**

"This is the way to handle this problem."
(Direct)

"One way we could possibly handle this problem is ..."
(More Indirect)

- Focus on "other" (men tend to focus and speak for "self.")
- Ask a woman her **perspective** or **opinion**.
- Make sure men and women equally share "air time."

Gender Menders

COMMUNICATING For WOMEN

- Learn to incorporate a **direct** style into your behavioral repertoire. Use pronouns such as "I"...**"want," "I think," "I believe."**
- Know how to **"get to the point."** **Don't beat around the bush,** and eliminate unnecessary details if you are interacting with a man.
- Eliminate **"wishy-washy"** forms of speech... **"kind of," "maybe"...**when the context calls for a more assertive approach.
- **State opinions.** Refrain from expressing them in a question form.
- Consider using **shorter requests.**
- If you are interacting with a very goal-oriented man, stick to the **facts** and share few feelings.

Women: Interpersonal Arena

- Perceived as better listeners (Socio-emotional ear)
- Chosen for self-disclosure by men and women
- Better readers for non-verbal cues

Men: Power & Credibility

- Voice is loud, strong, and authoritative
- Speak succinctly and are goal oriented
- Take up more space
- Bigger gestures

Date: _____

I would like to see a **WRITING**
Specialist....

Name	Time	Office Use Only

I would like to see a **MATH**
Specialist....

Name	Time	Office Use Only

Last Name	First Name	Level	Re: Peer/Specialist	In-person	Independent	1 Tutor	In-Person	Independent	2 Tutor	In-Person	Independent	3 Tutor	Spring '11
Andersen	Erin M.	3	Specialist	10		25	10		25	10			5
Bogstahl	Alexa	2	Peer	10		25	10		25				5
Clark-Barne	Alicia	3	Specialist	10		25	10		25	10			5
Eardly	Laurie	1	Peer	10		25							5
Espinosa	Samantha	1	Peer	10		25							5
Grauman	Joe	3	Specialist	10		25	10		25	10			5
Heyl	Bill	3	Specialist	10		25	10		25	10			5
Kutrz	Kristen	1	Peer	10		25							
Lai	Vicki	1	Peer	10		25							5
Kaplan	Josh	3	Specialist	10		25	10		25	10			5
Deweese	Gail	1	Specialist	10	1	25	6	3					5
Epp	Regina	3	Specialist	10		25			25	10			5
Gruenfelde	Cathy	3	Specialist	10	4	25	10		25	10			5
Hardenbur	Gail	2	Specialist	10	4	25	9	1	25	3	3		
Madail	Melissa	2	Peer	10		25	10		25				5
Martino	Gina	3	Specialist	10		25	6	4	44.75	9	1		5
Marques	Marta	1	Peer	10		25							
Marti	Jordi	3	Specialist	10		25	10		25	10			5
Martino	Gina	3	Specialist	10		25	10		25	10			5
Monkemei	Margaret "	1	Peer	10		25							5
Schlachter	Samantha	1	Peer	10		25							5
Pepe	Yanick	2	Peer	10		25	10		25				5
Powell	Marilyn	3	Specialist	10		25	10		139	10		116.5	5
Sidhu	Darspreet	2	Peer	10		25	10		25				5
Sidhu	Manpreet	1	Peer	10		25							5
Schlachter	Samantha	1	Peer	10		25							5
Tipton	Nicole	1	Peer	10		25	0.5						5
Urena	Mariela	1	Peer	10		25							5
Vizhnay	Ariana	1	Peer	10		25							5
Victor	Anachemy	2	Peer	10		25	10		25				5
Vizhnay	Ariana	1	Peer	10		25							5
Winning	Brianna	1	Peer	10		25							5
Woodward	Cliff	3	Specialist	10	??	25	6	4	57.75	8	4	55.75	5

Last Name	First Name	Meetings	Other:	Spring '12	Fall '12	Spring '13
Andersen	Erin M.	1	2			
Bogstahl	Alexa		2			
Clark-Barnes	Alicia	1	2			
Eardly	Laurie	1	2			
Espinosa	Samantha		2			
Grauman	Joe	1	2			
Heyl	Bill		2			
Kutrz	Kristen	1	3			
Lai	Vicki	1	2			
Kaplan	Josh	1	2			
Deweese	Gail	1				
Epp	Regina					
Gruenfelder	Cathy					
Hardenburg	Gail	1	3			
Madail	Melissa					
Martino	Gina					
Marques	Marta	1	3			
Marti	Jordi	1	2			
Martino	Gina					
Monkemeier	Margaret "Peggy"					
Schlachter	Samantha (Sami)	1	2			
Pepe	Yanick					
Powell	Marilyn					
Sidhu	Darspreet					
Sidhu	Manpreet					
Schlachter	Samantha					
Tipton	Nicole					
Urena	Mariela					
Vizhnay	Ariana	1	2			
Victor	Anachemy	1	2			
Vizhnay	Ariana					
Winning	Brianna					
Woodward	Cliff	1	2			



ACADEMIC SKILLS CENTER
FACULTY RECOMMENDATION FOR TUTOR APPLICANTS

The student listed below has chosen you as a reference on her application to become a tutor for the Academic Skills Center. Please take a few moments to fill out this form and assist us in choosing qualified candidates for this position. Thank you very much for your valuable time. Please return to

**Director
Academic Skills Center
Mahoney Library, Upper Level**

STUDENT _____

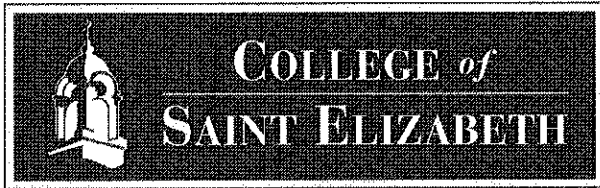
FACULTY _____

SUBJECT _____

<u>Skill</u>	<u>Excellent</u>	<u>Above Average</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>Comments</u>
Class Attendance						
Punctuality						
Communication: <i>Oral</i>						
<i>Written</i>						
Organization						
Knowledge of Subject						
Listening						
Ability to Relate to: <i>Students</i>						
<i>Faculty</i>						

Do you recommend this student for a position as peer tutor? YES ___ NO ___

Please comment briefly on your YES/NO response.



Conklin Academic Skills Center

2 Convent Road, Morristown, NJ 07960-6989

Risa P. Gorelick, Ph.D., Director
Catherine A. Gruenfelder, Assistant Director

PEER TUTOR APPLICATION

NAME: _____ ID #: _____ DATE: _____

HOME ADDRESS: _____

CAMPUS ADDRESS: _____

CELL PHONE # _____ EMAIL: _____

MAJOR _____ MINOR _____ ADVISOR _____

STATUS: FULL TIME _____ PART-TIME _____ GPA _____

YEAR: SOPHOMORE _____ JUNIOR _____ SENIOR _____ OTHER _____ (explain)

Most peer tutors assist others in courses from their majors/minors. However, some qualify to tutor in other subject areas (e.g. a nutrition major may tutor math; a history major may tutor writing, etc.). Please list COURSES you have taken and received a final grade of "A." Additionally, if you are fluent in a foreign language, please list.

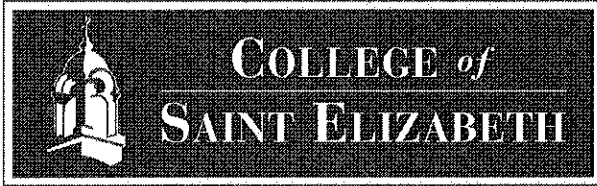
Have you tutored at CSE in the past? YES ___ NO ___ Do you have other tutoring experience? YES ___ NO ___
If yes, please tell us where, when, and which subjects: **PLEASE ATTACH YOUR RESUME** to the application.

Please list **THREE (3)** faculty members at CSE who would support your application.

1. _____
2. _____
3. _____

Please write a brief description of yourself as a scholar and why you would like to be a peer tutor at the CASC. Attach additional pages if necessary:

Please attach resume and read and sign the contract on the reverse side to complete your peer tutor application.



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Risa P. Gorelick, Ph.D., Director
Catherine A. Gruenfelder, Assistant Director

PEER TUTOR CONTRACT

As a peer tutor at the Conklin Academic Skills Center, I agree to the following conditions:

1. I will contact each tutee within 24 hours of the assignment and then the Director/Assistant Director of the Academic Skills Center once contact has been established.
2. I will be on time for my tutoring appointments.
3. I will contact the student AND the Academic Skills Center if I am unable to keep a scheduled tutoring appointment
4. I will contact no-shows with 24 hours to determine the reason and whether or not the student intends to continue receiving tutoring.
5. I will promote self-reliance and independence in the students I tutor; this means, among other things, I will never complete an assignment or a take-home exam for the students.
6. I will NOT write on a student's paper so the student takes responsibility for her assignment.
7. I will model good study habits as well as share my content-specific expertise with the students.
8. I will ask other peer tutors, Specialist tutors, or the Director/Assistant Director for help when I am unable to answer a student's question.
9. I will keep student information confidential.
10. I will act professionally at all times, keeping in mind my dual role as both a student and an employee of the College of Saint Elizabeth; this means, among other things, I will not engage in criticism of instructors, assignments, grading criteria, etc.
11. I will speak to the Director/Assistant Director immediately if I have concerns about students.
12. I will assume responsibility for submitting required paperwork (time sheets, tutor session records, assessment forms) on time.
13. I will attend all required tutor-training workshops, meetings and other professional development activities in order to become a more effective tutor.
14. I will be observed and evaluated periodically by the Director/Assistant Director; we will then discuss my performance and ways to increase my effectiveness. I understand that failure to comply with these conditions may result in termination of my employment as a tutor.

Tutor Signature

Date

Director/Assistant Director Signature

Date

Rev. June 2011

College of Saint Elizabeth, CASC Tutoring Session Record

Tutor Name: _____

Date: _____

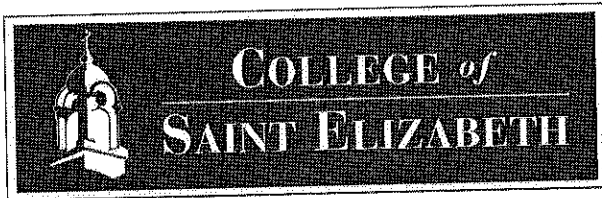
Time of Session	Tutee's Name	Tutee's Class	Walk-In or Appt?	Tutee's Signature

College of Saint Elizabeth, CASC Tutoring Session Record

Tutor Name: _____

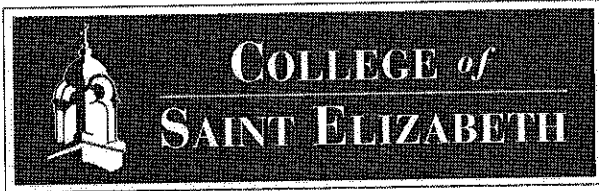
Date: _____

Time of Session	Tutee's Name	Tutee's Class	Walk-In or Appt?	Tutee's Signature



Tutoring Self-Assessment Questions:

1. What type of tutoring went on in the session? (Brainstorming, work on a first draft, final draft, or what?)
2. Was the writer able to articulate the kinds of help he or she needed before the session began? Or during the session?
3. Did you and the writer establish a good rapport?
4. What is the proportion of tutor talk? What kind of talking did you do?
 - Interpretive paraphrase?
 - Directive questions?
 - Open-ended questions?
 - Advisory directives?
 - Content-clarifying questions?
 - Opposition-based questions?
 - Other? (What?)
5. Was the writer asking good questions of the text, too?
6. Did you ever find yourself interrupting the writer, or did you listen and then wait a second before joining in?
7. Did you encourage and/or praise the writer's work?
8. Did you allow digressions when appropriate? Were you able to get the discussion back on track?
9. Was the writer critical of the instructor or the assignment? Grades? What kind of tone did you and the writer set for this discussion?
10. Did the writer try to get you to do the writing? How did you get around that?



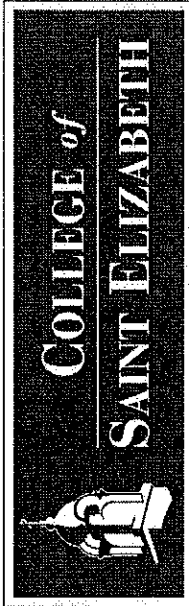
Conklin Academic Skills Center

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Catherine A. Gruenfelder, Assistant Director

11. Did the writer seem to be able to step outside the paper and analyze it (the structure, for example, or the audience or the purpose)? Did you model that kind of analysis?
12. Afterwards, did you help the writer to see what had gone on in the session? Did you ask what his or her plans were for moving the project forward?
13. What do you think the writer got out of the session?
14. What was most positive for you in the session?
15. What would you do differently if you had more time?

(taken from *The Longman Guide to Peer Tutoring*, 2nd ed., p. 96)



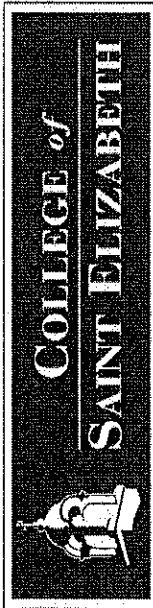
Conklin Academic Skills Center Writing Tutor Assessment

Tutee _____ Date assignment due _____
 Professor _____ Tutor _____ Date _____
 Type of tutoring: Scheduled one-on-one Walk-in / COLLEGE; Women's College Continuing Ed. Graduate School Nursing (RN/BSN) Other
 Please mark or circle the category (1-10) or one or more skills within each category (10-40) for which you covered in the tutoring session and use the comments area below.

1	2	3	4	5	6	7
Thesis / Central Idea	Document / Argument	Paragraphs	Sources	Sentences	Word Choice / Diction	Mechanics
1.10 no thesis / central idea	2.10 argument too short / underdeveloped	3.10 no point or more than one point per paragraph	4.10 Plagiarism issues	5.10 sentences too short/too many simple sentences	6.10 wrong words for ideas	7.10 grammar
1.20 unclear or more than one thesis / central idea	2.20 introduction / conclusion unclear	3.20 ideas within paragraph do not relate to each other, choppy	4.20 sources not connected to writer's ideas; misquotations; incomplete paraphrases	5.20 sentences too long or too complex/run-on	6.20 words used incorrectly	7.20 punctuation
1.30 indirectly responding to research question	2.30 body paragraphs illogically organized	3.30 paragraphs too short or too long	4.30 documentation style ___ MLA ___ APA ___ Chicago ___ Other	5.30 sentences punctuated unclearly	6.30 style too informal or too formal	7.30 misspellings

TUTEE EVALUATION:

8	9	10	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Process	Reading	Other					
8.10 prewriting and planning	9.10 understanding main idea	10.10 ESL	5	4	3	2	1
8.20 developing / organizing argument	9.20 understanding supporting ideas	10.20 vocabulary development	5	4	3	2	1
8.30 proofreading, editing, and revision	9.30 understanding arguments	10.30 essay test strategies	5	4	3	2	1
8.40 conducting research in library / on web	9.40 understanding literature	10.40 annotated bibliography	5	4	3	2	1
COMMENTS ON THE SESSION:							
1. My tutee understands the assignment.							
2. My tutee came prepared for the tutoring session.							
3. My tutee attempted to complete his/her assignment prior to the tutoring session.							
4. My tutee paid attention during the tutoring session.							
5. My tutee was actively engaged in the tutoring session.							
6. My tutee put forth a sincere effort in the tutoring session.							
7. My tutee and I developed a good rapport while working together.							
8. My tutee was respectful to me.							
9. My tutee needs more tutoring sessions on this assignment.							



Conklin Academic Skills Center Assessment Form – Subjects Other than Writing

Tutee Professor _____ Date assignment due _____
 Tutor _____ Date _____
 Type of tutoring: Scheduled one-on-one Walk-in **COLLEGE:** Women's College Continuing Ed. Graduate School Nursing (RN/BSN) Other

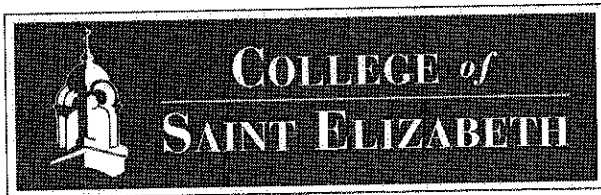
Course/Section _____

What course materials did you cover in the tutoring session today?

TUTEE EVALUATION:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My tutee understands the assignment.	5	4	3	2	1
2. My tutee came prepared for the tutoring session.	5	4	3	2	1
3. My tutee attempted to complete his/her assignment prior to the tutoring session.	5	4	3	2	1
4. My tutee paid attention during the tutoring session.	5	4	3	2	1
5. My tutee was actively engaged in the tutoring session.	5	4	3	2	1
6. My tutee put forth a sincere effort in the tutoring session.	5	4	3	2	1
7. My tutee and I developed a good rapport while working together.	5	4	3	2	1
8. My tutee was respectful to me.	5	4	3	2	1
9. My tutee needs more tutoring sessions on this assignment.	5	4	3	2	1

Tutor's comments on the Session:



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Additional Resources for Tutoring and Tutor Training

List of videotape/DVD/websites used for Tutor Training

Learning Styles Survey for College

Take this interactive survey. Provided by Catherine Jester, Learning Disability Specialist,

Diablo Valley College

http://www.metamath.com/multiple/multiple_choice_questions.html

Learning Express Library resources for Online help on Standardized Tests

Guide to Grammar and Writing <http://grammar.ccc.commnet.edu/grammar/index2.htm>

APA Format and Style Guide from Purdue University OWL

<http://owl.english.purdue.edu/owl/resource/560/01/>

MLA Format and Style Guide from Purdue University

OWL <http://owl.english.purdue.edu/owl/resource/557/01/>

Chicago Manual Style Guide from Ohio State University

<http://library.osu.edu/sites/guides/chicagofd.php>

www.howtostudy.org

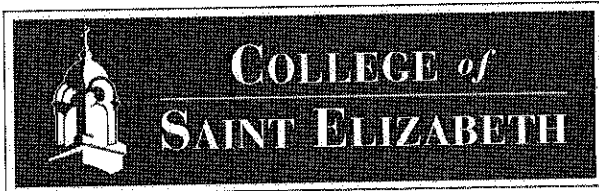
<http://www.sarc.sdes.ucf.edu/studyhandouts.php>

Chapman University's Tutor Training Video:

<http://www.youtube.com/watch?v=nnOYuanhtF4>

Student Success Center Writing Tutoring Arizona State University West:

Writing Tutoring: The Right Way http://www.youtube.com/watch?v=BqVb_JTOVaU



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Writing Tutoring: The Wrong Way <http://www.youtube.com/watch?v=jWslJkpLmQI>

Learning Styles: <http://www.youtube.com/watch?v=ooqvgcY5VKU>

Documents used for Tutor/ Training Evaluation

Tutoring and training tracking sheet

Tutoring Session Record

Writing Assessment Form

Subjects other than Writing Assessment Form

Tutee sign in log

List of Special Tutor Projects

Workshop development

Support material development

Webcasts

List of Reference Texts

Merriam-Webster's Dictionary and Thesaurus, 2007

A Writer's Reference, 6th Ed., Hacker, 2007

The 80/20 Guide to Business Writing, S. Kunkel, 2008

The Little Brown Handbook, 9th Ed., 2004

Quick Access Reference for Writers, 5th Ed., 2007

Publication Manual of APA, 5th Ed., 2002

St. Martin's Handbook, 5th Ed., 2003