



Fall 2017
Learning Assistance (LRNA) 98
Tutor Training for Math & Science Tutors

Welcome to the Student Success Center!

Congratulations on being hired as a De Anza College peer tutor. You are joining a team of dedicated faculty, staff and peer tutors who care about learning and student success.

Why do I need tutor training?

Tutoring is harder than it might seem at first. To be an effective tutor you need to understand the subject you are tutoring, but to be effective, you also need communication and interpersonal skills, and an understanding of how people learn and tutoring strategies that work. Without training, tutors may actually do more harm than good for their students. De Anza's Student Success Center has a great reputation among students and faculty because we take the time to train our tutors well.

This combination of course and additional content-specific sessions trains and supports De Anza peer tutors for math, science, and general subject courses. In these sessions you will learn tutoring and communication strategies that will help you work with students at various levels and from diverse backgrounds to increase their academic success. After an initial orientation, you begin tutoring, and use these sessions to learn and practice strategies and reflect on your tutoring experiences.

What do I need to do?

Tutor training consists of an orientation, general tutoring strategies, and content-specific sessions.

1. Orientation (One 50-minute session, required for all new tutors, plus an additional study skills training session for all new and returning weekly individual tutors in the MSTRC.)
2. LRNA 98: Tutor Training for Math and Science Tutors
3. Topic-specific sessions: Practice, Strategies and Problem-Solving for Specific Subjects

When do we meet?

Fridays 1:30-3:10 in S16

(See below for specific session dates, times and topics.)

What will I be able to do after completing these sessions?

These are our student learning outcomes:

After completing these sessions, and in the context of tutoring at a designated De Anza center, student tutors will be able to:

- Demonstrate professional and ethical behavior when tutoring;
- Plan and conduct tutoring sessions using student-centered communication strategies;
- Apply appropriate tutoring strategies for helping students at various levels;
- Adapt communication and tutoring practices to students with diverse backgrounds and learning styles.

Who will help me?

You have a network of people working to help you become the best tutor you can be:

Instructors:

Diana Alves de Lima SSC Co-Director (ON LEAVE S17)	408-864-8485	alvesdelimadiana@deanza.edu	ATC 309
Melissa Aguilar SSC Co-Director	408-864-5422	aguilarmelissa@deanza.edu	S43-F

Tutor Support Team (Orientations and Content-Specific sessions, overall support)

Yuan Kuo Instructional Support Technician, Math & Science Tutorial Center	408-864-8980	kuoyuan@deanza.edu	S43
Chanel Huynh Instructional Support Technician, Math & Science Tutorial Center	408-864-8681	huynhchanel@fhda.edu	S43
Marvin Moreano Instructional Support Technician, Math & Science Tutorial Center		moreanomarvin@fhda.edu	S43

Senior Tutor (Assigned at orientation to support you during your first quarter of tutoring)

Name	Phone(s)	E-mail

How Do I Get Started Tutoring?

You must be hired and working as a De Anza tutor to participate in training; many assignments require that you tutor actual students. Your Tutor Support Team hires you, coordinates your tutoring, and supervises your work as a tutor. Please maintain close communication with your Tutor Support Team throughout the quarter.

If you haven't done so already, you must attend a [new tutor orientation](#) and complete all the items on the hiring and set up checklist in the [SSC Tutor Handbook](#) (go to <http://deanza.edu/studentsuccess> and click on "Information for Tutors," then "SSC Tutor Handbook" to download.)

You will be paid for the hours you tutor as long as you meet student employment eligibility requirements and complete the necessary paperwork. Information about employment guidelines, hiring, and payroll is covered in your new tutor orientation and the Tutor Handbook. Before you begin tutoring you must complete all required employment paperwork and be able to log into Banner.

In order to be re-hired as a tutor in subsequent quarters, you must receive an A or B in the class and be recommended by your supervisor. (Note: your grade is calculated internally; this is a P/NP class.)

Online Requirements and Resources

Canvas: Available on the Students tab in MyPortal.

Login immediately after adding the class to get important announcements and reminders and to submit your assignments.

SSC web page <http://deanza.edu/studentsuccess>

How is my LRNA 98 grade determined?

LRNA 98 is a Pass/No Pass class. To be rehired as a tutor, you must attend all sessions (or submit a makeup) and post all assignments and receive an “internal” grade of B or above.

A passing grade is 70 points or more. “Internal” letter grades will be based on cumulative total points, according to the following scale:

A = 92-100	B = 82-87	C = 70-77
A- = 90-91	B- = 80-81	D = 60-69
B+ = 88-89	C+ = 78-79	F = 0-59

Forum Assignments will be evaluated on a holistic basis on a scale from 1-10. We expect you to actively participate in class and online discussions, including posting supportive responses to your classmates’ assignments. Responses should be friendly and respectful; your goals are to learn from each other and help each other improve tutoring skills. To receive full credit on a Forum assignment, you must have at least two thoughtful responses to your classmates.

You will be given a chance to revise your assignment to improve it if necessary.

Late Assignments: Your assignment will be accepted up to one week following the due date, possibly with points deducted. If there are special circumstances that prevent you from submitting by that time, please contact the instructor.

Makeup assignments: LRNA 98 meets just five times. Your regular attendance and participation are essential! You may be dropped from the course and/or suspended from tutoring if you miss any sessions without notifying instructors by email and completing a make-up assignment by the deadline. You will be marked absent if you are not present or if you miss more than 15 minutes of any class session, unless you have made arrangements with the instructors.

You are responsible for any information provided in class. If you miss a class, you must post the makeup assignment in Canvas by the Monday after the class session you missed.

Quizzes: Please be sure to read all assigned materials before class each week, ***complete your pre-class quiz each week***, plan ahead for assignments that need advance planning, and submit your assignments on time. Pre-class quizzes must be completed before each class—oh, “pre” means before! YES!

Communication: Throughout the quarter, please check the *News* and use the *Tutor Connection* to reflect on your tutoring experiences, ask questions and seek and provide advice. We expect you to post in the Tutor Connection at least 3 times as part of your Class Participation grade—the more the better! Please don’t hesitate to email us for any reason...we are here to help!

Assignment	Due (posted by)	Points
Orientation Quiz	Class #1	3
Pre-Class Quiz #1	Class #1	3
Forum #1 Tell Us About Yourself	Class #1	10
Pre-Class Quiz #2	Class #2	3
Forum #2 Tutoring Process Reflection	Class #2	10
Pre-Class Quiz #3	Class #3	3
Forum #3 Observation Report	Class #3	10
Pre-Class Quiz #4	Class #4	3
Forum #4 Video Self-Assessment	Class #4	10
Pre-Class Quiz #5	Class #5	3
Forum #5 Advice to Future Tutors	Class #5	10
Participation (attendance & discussion)		16
Tutoring (professionalism & communication)		16
	Total:	100

How is my tutoring evaluated?

Your work as a tutor is evaluated on a holistic basis as “exceeds expectations,” “meets expectations” or “has yet to meet expectations,” focusing on the areas below.

Responsibility/Professionalism: Follow all policies and procedures as described in the new tutor orientation. Complete process to begin tutoring (application, letter of recommendation, interview, schedule confirmation), arrive on time to all sessions, complete and submit all attendance sheets, time sheets, and other paperwork. (4 points)

Communication with SSC staff and supervisor: Check and respond to e-mails, keep staff and supervisor informed of tutee’s status (i.e. drops, no-shows), meet informally with supervisor at least once a month, seek feedback and try to resolve issues. (4 points)

Communication with tutees: Clarify goals and expectations with tutees, demonstrate patience and friendliness, use effective tutoring practices as discussed in class to foster active learning, seek feedback from tutees and try to address issues that may arise. (4 points)

Attendance at Meetings: In addition to the required training course, you are required to attend SSC **tutor meetings** and individual meetings with your tutor support team and experienced tutors, as described in your tutor orientation. These meetings are not part of the class or grade, but are part of your employee obligation for your work as a tutor. (2 points)

Evaluations from tutees, senior tutors, and self: If requested, facilitate online written evaluations to tutees encouraging honest feedback, follow up to be sure evaluations are submitted. Evaluations are anonymous and will be interpreted in context; credit will be given for your attempts to respond with professionalism to student and staff feedback. We will also consider feedback from senior tutor reports and self-evaluations (2 points)

How do I turn in my homework assignments?

Submit all assignments in Canvas. Access Canvas via MyPortal Students tab.

What about my Senior Tutor?

You will be assigned a Senior Tutor to support and mentor you through your first quarter as a tutor. Communication with your senior tutor is part of your grade in the class. Here is what you need to do with your senior tutor:

- ☐ Meet in person or by phone before your first tutoring session.
- ☐ Arrange to observe a session for your **Observation Report** assignment (due by class #3).
- ☐ Arrange to watch a segment of your videotape together for your **Video Self-Reflection Assignment** (due by class #4).
- ☐ Your senior tutor and/or SSC staff will respond to your assignments on the Canvas forum. If you do not get a response to your assignment within one week, please let us know.

WEEKLY TOPICS AND HOMEWORK

If you miss a class, please post the makeup assignment by the following class session. See [Canvas site](#) for makeup assignment instructions.

Unless specified otherwise, all sessions meet Fridays 1:30-3:20 in S16

Wk 1 Fri 9/29 in S44	New Tutor Welcome & Orientation	Website for Orientation Information: http://www.deanza.edu/studentsuccess/tutorinfo/orientations.html Procedures, payroll, tutoring basics <ul style="list-style-type: none"> <input type="checkbox"/> You must attend one of these sessions before you begin tutoring. <input type="checkbox"/> Please see your tutor support team if you miss the scheduled orientation. Please do the following to prepare for Class #1: <ul style="list-style-type: none"> <input type="checkbox"/> Attend a New Tutor Orientation and view online Orientation presentation. <input type="checkbox"/> Log in to your online time card in MyPortal <input type="checkbox"/> Update your Catalyst Profile (change password and upload photo) <input type="checkbox"/> Read “The First Tutorial” http://www.tlu.fbe.unimelb.edu.au/tutortraining/tutorial.html <input type="checkbox"/> Read “Greetings” and “Setting the Agenda” http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/index.shtml <input type="checkbox"/> Check out WIT Skill: http://www.deanza.edu/studentsuccess/mstrc/skills.html
Wk 2 Fri 10/6	No class	Continue Welcome & Orientation activities
Wk 3 Fri 10/13 1:30-3:10 in S16	Class #1: Tutoring Process	Homework posted before Class #1: <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #1: “Getting to Know Each Other” (read and respond to others too! We may have a class activity based on this.) Class #1 Agenda: <ul style="list-style-type: none"> <input type="checkbox"/> Introductions & Icebreakers <input type="checkbox"/> Goals of tutoring and the role of the tutor <input type="checkbox"/> Professionalism and tutor ethics <input type="checkbox"/> The SSC Tutoring Process—how to organize a session <input type="checkbox"/> Practice tutoring Prepare for Class #2: <ul style="list-style-type: none"> <input type="checkbox"/> Take a study skills inventory: http://www.purplemath.com/stdysrvy.htm or http://www.sarc.sdes.ucf.edu/?id=form_studyskills_inventory <input type="checkbox"/> Read “Tutoring Techniques” http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/tutoring_techniques.shtml <input type="checkbox"/> Watch three learning skills videos, from different sections of http://maclife.mcmaster.ca/academicskills/online_resources.cfm. Be prepared to share what you learned in class

		<p>Plan Ahead for Assignments #2, #3 and #4:</p> <ul style="list-style-type: none"> • Decide which tutee you will write about for Assignment #2 “Reflection on Tutoring Session.” If you are not yet working with a tutee, speak to your supervisor. • Arrange with Senior Tutor to observe a session for Assignment #3 “Observation Report.” • Schedule yourself to record one of your tutoring sessions for Assignment #4 “Video Self-Reflection.”
<p>Wk 4 Fri 5/5 1:30-3:10 in S16</p>	<p>Class #2: Active Learning & Tutoring Techniques</p>	<p>Homework posted before Class #2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment #2: “Tutoring Process Reflection” + read & respond) <input type="checkbox"/> If you haven’t done so yet, please submit a Forum response to at least two classmates’ Assignment #1 Getting to Know Each Other <p>Class #2 Agenda:</p> <ul style="list-style-type: none"> • What did you learn from the Academic Skills videos? • Study strategies and active learning • Active listening skills • Tutoring techniques to promote independence, active learning and metacognition <p>Plan Ahead for Assignments #3 and #4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete your Senior Tutor observation and write up #3 <input type="checkbox"/> Schedule yourself to record one tutoring session for Assignment #4 and arrange with your Senior tutor to view a portion of your video. <p>Prepare for Class #3: Be ready to share results!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take the Index of Learning Styles http://www.engr.ncsu.edu/learningstyles/ilsweb.html and the DVC Learning Style Survey http://www.metamath.com/lswweb/dvclearn.htm <input type="checkbox"/> Watch the presentation on learning styles and tutoring: http://web.grcc.edu/AssessmentCenter/LearningStyles_08/player.h tml <input type="checkbox"/> Browse http://www.deanza.edu/specialed/dish/

<p>Wk 5 Fri 10/27</p> <p>1:30-3:30 in S16</p>	<p>Class #3:</p> <p>Learning Styles & Learning Differences</p>	<p>Homework posted before Class #3:</p> <ul style="list-style-type: none"> ✓ Assignment #3: Observation Report + read & respond ✓ If you haven't done so yet, please submit a Forum response to at least two classmates' Assignment #2 "Reflection on Session." <p>Class #3 Agenda:</p> <ul style="list-style-type: none"> • How do you learn best? Share results of your learning styles and skills inventories • Multisensory (input) learning preferences • Four dimensional (processing) learning styles (Felder) • Tutor's role in modeling effective learning • Combining "how to learn" with "what to learn" in your sessions • Study strategies to promote active learning • Group exercise—tutor sample problems using multiple learning styles • EDC discussion: Learning and physical disabilities, Misunderstood Minds <p>Plan Ahead for Assignment #4: Complete recording of one tutoring session and meet with your Senior or other tutor to view a portion of your video for Assignment #4</p> <p>Prepare for Class #4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read about underrepresented Asian American and Pacific Islander groups http://www.deanza.edu/impact-aapi/background.html <input type="checkbox"/> Read about Latino/a Empowerment at DeAnza http://www.deanza.edu/lead/facts.html <input type="checkbox"/> Read about diversity and tutoring http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/diversity_confidentiality.shtml
<p>Wk 6 Fri 5/19</p>	<p>Class #4:</p> <p>Diversity, Equity and Inclusive Tutoring</p>	<p>Homework posted before Class #4:</p> <ul style="list-style-type: none"> ✓ Assignment #4: "Video Self-Assessment" + read & respond ✓ If you haven't done so yet, please submit a Forum response to at least two classmates' Assignment #3 "Observation Report." <p>Class #4 Agenda:</p> <ul style="list-style-type: none"> • How can we appreciate and honor each student's background and identity? • Assumptions, prejudice, discrimination, power, privilege • Cultural humility, cross-cultural tutoring and communication strategies <p>Prepare for Class #5:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be ready to share your experiences utilizing tech in and out of the class. Identify what worked and didn't work so well for you. <input type="checkbox"/> Be ready to tell us what math, science or educational websites, applications, software, or technologies you enjoy!

Wk 8 Fri 11/18 1:30-3:10	Class #5: Technology Enhanced Learning & Wrap-up/ Reflective Tutoring	Homework posted before Class #5: <ul style="list-style-type: none"> ✓ Assignment #5: “Advice to Future Tutors” + read & respond ✓ Class Evaluations & Self Evaluations (linked in Catalyst) ✓ If you haven’t done so yet, please submit a Forum response to at least two classmates’ Assignment #3 “Observation Report.” Class #5 Agenda: <ul style="list-style-type: none"> • Discuss the different web-enabled software utilized in and out of the classroom • Explore different technological resources and applications found in the center • Successfully implementing technological resources into your tutoring • Be ready to report on what you learned from your video self- reflection • What did you learn from class sessions, assignments, and your experience tutoring?
Wks 9-11 Time and location TBA	Additional Topics & Topic-Specific Activities	(See e-mail from Melissa for exact times) Options: Transitioning to Group Tutoring Transitioning to Drop-in Tutoring Content-specific issues and problem solving
Wk 11 Fri 12/8		SSC Holiday Party! Bring food or drink to share...and games, jokes, musical instruments, and holiday spirit!

Assignment #1: Getting to Know Each Other (Due class 1)

Just as it is important to get to know your tutees and to establish a relationship of trust before you begin tutoring, it's important for students and instructors in this class to know a little about each other as we begin to work together.

In about 250 words (i.e. at least two solid paragraphs) introduce yourself to your classmates and write about your impressions and concerns about tutoring.

- ☐ Tell us about your background, interests, and future plans.
- ☐ Why did you choose to become a tutor?
- ☐ Have you ever tutored or helped others before?
- ☐ What do you think are/will be the most challenging aspects of tutoring?
- ☐ What do you hope to learn in this tutor training class?

Please respond to your classmates' Assignment #1 Forum.

Assignment #2: Tutoring Process Reflection (Due class 2)

In about 250 words (i.e. at least two solid paragraphs) describe, in detail, a specific recent tutoring session, and refer to the Tutoring Process and Five Step handouts as you answer these questions.

1. How did you greet and establish trust with your tutee?
2. How did you assess your tutee's strengths and weaknesses?
3. How did you determine how best to help the tutee in this session
4. How did you promote active learning and metacognition?
5. How did you close the session?
6. What was successful about the session and what was not?

Assignment #3: Observation Report

(Due class 3—YOU MUST PLAN AHEAD FOR THIS...starting class 1!)

Arrange with your Senior Tutor or another experienced tutor (i.e. not first quarter, not someone in the class) to observe one of his/her sessions. If possible, choose a senior tutor who tutors the same or similar course as you.

Take notes during your observation, then write about 300 words (at least three full paragraphs) answering the following questions:

1. Describe the student, and state the course and concept the session addressed
2. How did the tutor establish trust with his or her tutee?
3. How did tutor and tutee plan what to work on in the session?
4. How did the tutor end the session?
5. Describe some of the techniques the tutor used to explain and encourage active learning?
6. What worked or did not work well in this session and why?
7. What did you learn that might help you with your own tutoring sessions?

Assignment #4: Video Self-Assessment

(Due class 4—YOU MUST PLAN AHEAD FOR THIS, starting class 1!)

During weeks 4-6, use your own camera or the equipment in S43 to make a video recording of one of your tutoring sessions, from beginning to end. Contact your senior tutor well in advance to schedule a 30 minute meeting to view part of the recording with you. (See Videotape Guidelines. Details will be

announced in class.)

Before meeting with your Senior Tutor, watch the entire recording yourself and write about 250 words answering the first four questions below.

1. Describe the student, course, and concept addressed during the session.
2. How did you begin and end the session (planning, wrap up)?
3. What techniques did you use to encourage active learning?
4. What surprised you most when you watched the session?

After meeting with your senior tutor, write about 250 words answering the last questions below. Remember, you will not be judged on the quality of the session, but rather on your ability to reflect on your tutoring.

5. With whom did you watch the segment, and what did you learn from his or her comments?
6. What aspects of the session were successful or not, and why?
7. What did you learn from this experience that will help you in future sessions?

Assignment #5: Advice to Future Tutors (Due class 5)

Now that you are becoming a seasoned tutor, write a letter with advice for future tutors. Focus on a specific math/science concept for a course you have tutored:

- ☐ Tips and tricks for explaining an important concept many students find difficult
- ☐ Specific study skills that led to mini or grand tutee success
- ☐ Techniques to foster motivation, independent learning, concept vs. plug 'n chug