



**Spring 2013  
Information Sheet for LRNA 98  
Learning Assistance  
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 (offered W13 as LRNA 77)
3. Topic-specific sessions: Practice, Strategies and Problem-Solving for Specific Subjects

**When do we meet?**

Fridays 1:30-2:45 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	408-864-8485	<a href="mailto:alvesdelimadiana@deanza.edu">alvesdelimadiana@deanza.edu</a>	<b>Lib 107</b>
Melissa Aguilar SSC Co-Director	408-864-5422	<a href="mailto:aguilarmelissa@deanza.edu">aguilarmelissa@deanza.edu</a>	<b>S43-F</b>

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

Yuan Kuo Instructional Support Technician, Math & Science Tutorial Center	408-864-8980	<a href="mailto:kuoyuan@deanza.edu">kuoyuan@deanza.edu</a>	<b>S43</b>
Ricardo Delgado Instructional Support Technician, Math & Science Tutorial Center	408-864-8681	<a href="mailto:delgadoricardo@deanza.edu">delgadoricardo@deanza.edu</a>	<b>S43</b>

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

<b>Name</b>	<b>Phone(s)</b>	<b>E-mail</b>

## **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.)

## **Class and Training Materials**

Whenever possible, we are trying to go “paperless,” so all materials are available online. Please either read them online, or print them out for yourself. Handouts will be displayed in class.

**Class web page:** --- includes current course info, downloads, and links to resources.

Go to <http://deanza.edu/studentsuccess>, then click on →Information for Tutors →Training and Meetings→ LRNA 98.

**Catalyst web page:** <https://catalyst.deanza.edu> (See instruction sheet for login info.)

Please be sure to read all assigned materials before class each week, plan ahead for assignments that need advance planning, and submit your assignments on time.

## **How is my LRNA 98 grade determined?**

LRNA 98 is a Pass/No Pass class. You must attend all sessions (or submit a makeup) and complete all assignments to pass. To be rehired as a tutor, you must receive an estimated “internal” grade of A or B. Assignments will be evaluated on a holistic basis as “exceeds expectations,” “meets expectations” or “has yet to meet expectations.” You will be given a chance to revise your assignment to improve it if necessary.

LRNA 98 meets just five times, and there are only two content-specific sessions, so 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 your tutor support team 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.

You are responsible for any information provided in class. If you miss a class, you must post the **makeup assignment** listed on the appropriate week of the Catalyst website.

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.

Throughout the quarter, please also 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!

## **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.

### **1. 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.

### **2. Communication with support 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.

### **3. 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. Evaluations from tutees, senior tutors, and self:**

If requested, distribute 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

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.

### **How do I turn in my homework assignments?**

Submit all assignments to the appropriate Forum on the class Catalyst web page:  
<https://catalyst.deanza.edu>. See instruction sheet for login info.

Please carefully follow the instructions and due dates on the Assignments page below, and do not hesitate to contact us if you have questions!

(See information about responding to your classmates and makeup assignments under “Attendance and Participation” above.)

### **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 Catalyst 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 <https://catalyst.deanza.edu> for makeup assignment instructions.

Unless specified otherwise, all sessions meet  
Fridays 1:30-2:45 in S16

<p><b>Wk 1/2</b>  in <b>S43/S44</b> (see e-mail)</p>	<p><b>New Tutor Welcome &amp; Orientation</b></p>	<p><b>Website for Orientation Information:</b> <a href="http://www.deanza.edu/studentsuccess/tutorinfo/orientations.html">http://www.deanza.edu/studentsuccess/tutorinfo/orientations.html</a> <b>Procedures, payroll, tutoring basics</b></p> <ul style="list-style-type: none"> <li>You must attend one of these sessions before you begin tutoring.</li> <li>Please see your tutor support team if you miss the scheduled orientation.</li> </ul> <p><b>Please do the following before Class #1:</b></p> <ul style="list-style-type: none"> <li>Attend a New Tutor Orientation</li> <li>Log in to your online time card in MyPortal</li> <li>Update your Catalyst Profile (change password and upload photo)</li> <li>Read “The First Tutorial” <a href="http://www.tlu.fbe.unimelb.edu.au/tutortraining/tutorial.html">http://www.tlu.fbe.unimelb.edu.au/tutortraining/tutorial.html</a></li> <li>Read “Greetings” and “Setting the Agenda” <a href="http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/index.shtml">http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/index.shtml</a></li> </ul> <p><b>Homework posted by Class #1:</b> Assignment #1: “Getting to Know Eachother”</p>
<p><b>Wk 2</b> <b>Fri 4/19</b> in <b>S43/S44</b> (see e-mail)</p>	<p><b>Orientation to Skills Packets for Weekly Individual Algebra Tutees</b></p>	<p><b>Website for WIT Skill:</b> <a href="http://www.deanza.edu/studentsuccess/mstrc/skills.html">http://www.deanza.edu/studentsuccess/mstrc/skills.html</a></p>
<p><b>Wk 3</b> <b>Fri 4/26</b> <b>1:30- 2:45</b> in <b>S16</b></p>	<p><b>Class #1:  Tutoring Process</b></p> <p><small>(If you miss this class, please do the Make Up before the following class. See Catalyst site for details.)</small></p>	<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>Introductions</li> <li>Goals of tutoring and the role of the tutor</li> <li>Professionalism and tutor ethics</li> <li>The SSC tutoring process—how to organize a session</li> <li>Practice tutoring</li> </ul> <p><b>Prepare for next class:</b></p> <ul style="list-style-type: none"> <li>Take a study skills inventory. For math tutors, <a href="http://www.purplemath.com/stdysrvy.htm">http://www.purplemath.com/stdysrvy.htm</a> or for general subject tutors, <a href="http://www.sarc.sdes.ucf.edu/?id=form_study_skills_inventory">http://www.sarc.sdes.ucf.edu/?id=form_study_skills_inventory</a></li> <li>Read “Tutoring Techniques” <a href="http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/tutoring_techniques.shtml">http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/tutoring_techniques.shtml</a></li> <li>Watch three learning skills videos, from different sections of <a href="http://maclife.mcmaster.ca/academicskills/online_resources.cfm">http://maclife.mcmaster.ca/academicskills/online_resources.cfm</a> . Be prepared to share what you learned in class</li> </ul> <p><b>Plan Ahead:</b></p> <ul style="list-style-type: none"> <li>Arrange with Senior or other tutor to observe a tutoring session for Assignment #3 “Observation Report”</li> <li>Schedule yourself to record one of your tutoring sessions for Assignment #4 “Video Self-Reflection”</li> </ul>

		<b>Homework posted by Class #2:</b> <ul style="list-style-type: none"> <li>Assignment #2: "Tutoring Process Reflection"</li> <li>If you haven't done so yet, please submit a Forum response to at least two classmates' Assignment #1 Conocimiento</li> </ul>
<b>Wk 4</b> <b>Fri 5/3</b>  <b>1:30-2:45</b> <b>in S16</b>	<b>Class #2:</b>  <b>Active Learning &amp; Tutoring Techniques</b>	<b>Agenda:</b> <ul style="list-style-type: none"> <li>What did you learn from the Academic Skills videos?</li> <li>Study strategies and active learning</li> <li>Active listening skills</li> <li>Tutoring techniques to promote independence, active learning and metacognition</li> </ul> <b>Prepare for next class:</b> <ul style="list-style-type: none"> <li>Get ready to share your experiences utilizing tech in and out of the class. Identify what worked and didn't work so well for you.</li> <li>Tell us what math, science or educational magazines, applications, software, or technologies you enjoy!</li> </ul> <b>Plan Ahead:</b> <ul style="list-style-type: none"> <li>Schedule yourself to record one tutoring session for Assignment #4 and arrange with your Senior or other tutor to view a portion of your video.</li> </ul> <b>Homework posted by Class #3:</b> Assignment #3: Observation Report
<b>Wk 5</b> <b>Fri 5/10</b> <b>1:30-2:45</b> <b>in S16</b>	<b>Class #3:</b>  <b>Technology Enhanced Learning</b>	<b>Agenda:</b> <ul style="list-style-type: none"> <li>Concept vs Plug 'n Chug</li> <li>Discuss the different web-enabled software utilized in and out of the classroom</li> <li>Explore different technological resources and applications found in the center</li> <li>Successfully implementing technological resources into your tutoring</li> </ul> <b>Prepare for next class:</b> <ul style="list-style-type: none"> <li>Be ready to report on what you learned from your video self-reflection</li> <li>Read about underrepresented Asian American and Pacific Islander groups <a href="http://www.deanza.edu/impact-aapi/background.html">http://www.deanza.edu/impact-aapi/background.html</a> and Latino/a Empowerment at DeAnza <a href="http://www.deanza.edu/lead/facts.html">http://www.deanza.edu/lead/facts.html</a></li> <li>Read about diversity and tutoring <a href="http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/diversity_confidentiality.shtml">http://www.trcc.commnet.edu/Div_academics/TASC/TutorTraining/diversity_confidentiality.shtml</a></li> </ul> <b>Plan Ahead:</b> <ul style="list-style-type: none"> <li>Complete recording of one tutoring session and meet with your Senior or other tutor to view a portion of your video for Assignment #4</li> </ul> <b>Homework posted by Class #4:</b> Assignment #4: "Videotape Self-Assessment"

<b>Wk 6</b> <b>Fri 5/17</b>	<b>Class #4:</b> <b>Diversity &amp; Inclusive Tutoring</b>	<b>Agenda:</b> <ul style="list-style-type: none"> <li>• How do language and culture affect learning and tutoring?</li> <li>• De Anza demographics and success rates</li> <li>• Cross-cultural tutoring and communication strategies</li> </ul> <b>Prepare for next class:</b> <ul style="list-style-type: none"> <li>• Take the Index of Learning Styles  <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a> and the DVC Learning Style Survey <a href="http://www.metamath.com/lsweb/dvclearn.htm">http://www.metamath.com/lsweb/dvclearn.htm</a></li> <li>• Watch the presentation on learning styles and tutoring:  <a href="http://web.grcc.edu/AssessmentCenter/LearningStyles_08/player.html">http://web.grcc.edu/AssessmentCenter/LearningStyles_08/player.html</a></li> <li>• Browse <a href="http://www.deanza.edu/specialed/dish/">http://www.deanza.edu/specialed/dish/</a></li> </ul> <b>Homework posted by Class #5:</b> Assignment #5: "Advice to Future Tutors"
<b>Wk 7</b> <b>Fri 5/24</b> <b>1:30-2:45</b> <b>in S16</b>	<b>Class #5:</b> <b>Learning Styles &amp; Learning Differences</b>	<b>Agenda:</b> <ul style="list-style-type: none"> <li>• How do you learn best? Share results of your learning styles and skills inventories</li> <li>• Multisensory (input) learning preferences</li> <li>• Four dimensional (processing) learning styles (Felder)</li> <li>• Tutor's role in modeling effective learning</li> <li>• Combining "how to learn" with "what to learn" in your sessions</li> <li>• Study strategies to promote active learning</li> <li>• Group exercise—tutor sample problems using multiple learning styles</li> <li>• EDC discussion: Learning and physical disabilities, Misunderstood Minds</li> </ul>
<b>Wk 8</b> <b>Fri 5/31</b> <b>1:30-2:45</b> <b>in S16</b>	<b>Wrap-up and Reflective Tutoring</b>	<ul style="list-style-type: none"> <li>• What did you learn from class sessions, assignments, and your experience tutoring?</li> <li>• What do you still want to learn to improve you tutoring?</li> <li>• Ongoing reflective tutoring</li> </ul>
<b>TBA</b> <b>See S43</b> <b>Staff</b>	<b>Additional Topics &amp; Topic-Specific Activities</b>	<b>Tech Enhanced Learning</b> <b>Transitioning to Group Tutoring</b> <b>Transitioning to Drop-in Tutoring</b>

## Assignments

Assignment	Due (posted by)	%
#1 Tell us about yourself	Due by Class #1	14%
#2 Tutoring Process Reflection	Due by Class #2	14%
#3 Observation Report	Due by Class #3	14%
#4 Videotape Self-Assessment	Due by Class #4	14%
#5 Advice to Future Tutors	Due by Class #5	14%
Tutoring		15%
Participation		15%
	<b>Total:</b>	100%

## How to Submit Your Assignments

1. **Write your assignment.** Write, revise, and edit your assignments in a word processing program such as Word and save your file. Please DO NOT compose in the text box in Catalyst...you may lose your work!

2. **Post your assignment to the appropriate Forum.** So that your classmates can see and respond to some of your assignments, please post to the appropriate section of the Catalyst Forum. To do so, click on the **link** in the week the assignment is due. Click “Add a new discussion topic,” complete the subject line with your first and last name and the assignment number, then paste your text.

3. **Respond to your classmates on Forums.** To extend class discussion and support and learn from each other, please respond to your classmates’ assignments. Your responses should be friendly and appropriate, with the goal of learning and improving tutoring skills. To respond, click on the forum link in the appropriate week, then the message you want to reply to. Read it, then click “Reply” under the message. Type or paste your response in the text box, then click “Post to Forum.”

***IMPORTANT NOTE: Please be aware that the assignments and responses posted on the Forum can be read by any tutor in this class, as well as senior tutors. Some assignments may include material that is personal or confidential. Please do not use names or identifying information for any student or other tutor, and maintain a professional, respectful tone. If you prefer to submit your assignment privately, please feel free to do so via e-mail to your instructors, tutor support team, and Senior Tutor.***

Throughout the quarter, please also check the *News* and use the *Dialogue Chamber* to reflect on your tutoring experiences, ask questions and seek and provide advice. We expect you to post in the Dialogue Chamber at least 3 times as part of your Class Participation grade—the more the better!

### Assignment #1: Tutor Conocimiento (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)

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 (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 answer 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, answer 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

## **How to use the Catalyst web site for this course**

### **LOGGING IN**

(You must be registered in the course to log in.)

1. Go to <https://catalyst.deanza.edu> (Firefox web browser is recommended.)

2. Bookmark the site for future use.

3. Log in: (follow the directions on screen)

4. Change your password , update your profile and post your picture.

See the “**First Time?**” link on the right of the <https://catalyst.deanza.edu> screen for step-by-step instructions.

### **FINDING YOUR WAY AROUND THE WEB SITE**

On the initial Catalyst page, you see the “Main Menu” block on the top left. Notice the “Help? Online/Phone 24/7” link.

We strongly recommend that click on “**First Time?**” and do all interactive modules:

- Module 1: How to Login
- Module 2: Password & Profile
- Module 3: Navigating in Catalyst

Below the Main Menu block on the left you see the “My Courses” block. Click on **LRNA 98** to get to the course.

Once in the course, you will see the “Top” block in the middle of the screen with links and information that always appear there. Scroll down to see the Weekly blocks. Follow the links and activities for each week.

On the left you will see the Course Menu and Activities blocks, which provide an alternative to the Weekly blocks for finding your way around, and the Administration block where you can edit your profile or change your password.

**At the top you see “breadcrumbs” that show you where you have been so you can find your way back.**

### **Assignments/Forums**

(See instructions on the Assignment page above.) Remember, do not write (compose) your assignment in the text box. Rather, compose your assignment as a separate file in Word or other program, then paste it. This will allow you to revise and edit your work and submit only the final version. It will also save you the frustration of losing your text before submitting the assignment!

### **News and Tutor Connection**

In the “top block” there is a *News* (read-only) forum for instructors to send you news, and a *Tutor Connection* forum for you to chat with your classmates. In several of the weekly blocks there is an *Assignment* forum for you to post those assignments with “\*” To post to a forum, click on it, then click “add new topic”. You will automatically get an e-mail when there is a new post in the News. To get e-mails from other Forums, you must subscribe to them through Profiles.