



ACCESS

PEER ASSISTED LEARNING

TUTOR MANUAL



ACCESS/PAL Tutoring, Williston 100 815/753-0203 FAX: 815/753-4115

MISSION STATEMENT/GOALS

Welcome to ACCESS/PAL!

PAL stands for Peer Assisted Learning. One peer helping another peer. One student of a subject helping another student of that subject. As an ACCESS/PAL tutor you may encounter a variety of student needs ranging from basic mathematics or study skills to students who want to raise their grade from a B to an A. ACCESS/PAL tutors offer assistance not only helping a student learn course content but more importantly helping a student learn how to learn. As a peer tutor you will be a role model offering invaluable insight into course material. You will also have the opportunity to share with students techniques that have made you a successful student.

Our mission is to help all of our students fulfill their academic goals through individual and small group tutoring.

In support of this, our program goals are as follows:

- 1) To help students become more active learners through the discussion and application of academic content and study skills development.
- 2) To provide academic assistance for general education and core course requirements and to assist students with preparation for special entrance or exit examinations when appropriate.
- 3) To help students become confident, independent, self-directed learners who take responsibility for their academic success.
- 4) To provide students with opportunities to develop cognitive and problem solving skills needed to achieve academic success.
- 5) To support students in the development of skills necessary to maximize their learning potential, academic performance and adjustment to the learning environment and NIU.
- 6) To maintain appropriate documentation of tutorial activities and the dissemination of this data to appropriate staff in support of student achievement and program development.

EDUCATIONAL SERVICES AND PROGRAMS (ESP)

ESP – EDUCATIONAL SERVICES and PROGRAMS

www.esp.niu.edu

NIU's Educational Services and Programs (ESP) is a comprehensive, coordinated series of counseling, academic preparation, and support services designed to assist students in preparing for entry into and ultimately graduation from college.

CHANCE – COUNSELING HELP and ASSISTANCE NECESSARY for a COLLEGE EDUCATION

www.chance.niu.edu

Since 1968 the CHANCE program admits each academic year 500 students who demonstrate strong motivation and potential for success in college, but do not meet one or more of the admission criteria of NIU Office of Undergraduate Admissions.

ACCESS – ACCESS to COURSES and CAREERS through EDUCATIONAL SUPPORT SERVICES

www.tutoring.niu.edu

The guiding mission of ACCESS is to:

- ◆ provide opportunities for students to build academic skills
- ◆ promote academic adjustment
- ◆ improve academic success, retention and graduation rates through academic support services.

Further, ACCESS supports the diversity of the NIU student body by targeting students for its services who are most academically at-risk, either by their admission status or by their background/deficiencies in specific academic skills areas.

Peer Assisted Learning (PAL)

www.tutoring.niu.edu/pal

Peer Assisted Learning (PAL) is a free tutorial service that provides one-on-one and small group tutoring on an appointment basis for NIU students who are interested in regular, weekly tutoring assistance. Tutors are available for most general education and core course requirements.

Walk-in Tutoring Centers - Residence Hall Tutoring

www.tutoring.niu.edu/tutoringcenters

Walk-in tutoring centers are open to all NIU students who need immediate, short-term assistance. Centers are open for operation Sunday - Thursday, 6 – 11 p.m. Check the home page or call our office for tutor and course schedules, which may change.

Tutoring Centers are staffed by PAL tutors and SI leaders and serve most general education 100 – 200 level courses.

- ◆ **Lincoln Academic Resource Center** - Lincoln Hall, First Floor, D Wing
- ◆ **Grant South Tutoring Center** - Lower Level
- ◆ **Douglas Tutoring Center** - Douglas Hall, Main Floor to C/D Wing, Room 84

Supplemental Instruction (SI)

www.tutoring.niu.edu/supplemental

Supplemental Instruction (SI) targets traditionally difficult academic courses – those that have a high rate of D or F grades and withdrawals.

Our statistics show that on average, students who attend SI on a regular basis receive grades of a half-letter higher than those who do not. Currently SI is offered in selected math, chemistry, accountancy and foreign language courses.

Students are eligible to use SI if they are enrolled in the course section in which it is offered. Check the website for specific sections covered this semester.

SI Leaders

- ◆ have successfully completed the course in which SI is offered.
- ◆ attend the course along with the students, as a “model” student.
- ◆ hold out-of-class SI sessions and provide one-on-one help.
- ◆ help students prepare for quizzes and exams, integrate study skills.

STUDENT SUPPORT SERVICES

The purpose of Student Support Services is to provide participants with support in achieving their academic and career goals.

The Student Support Services Program is designed to serve the following students:

- ◆ students who have not decided or chosen a major.
- ◆ students pursuing a major that has courses and/or GPA requirements for admission.
- ◆ those pursuing a major with historically low enrollments of underrepresented student groups.

UPWARD BOUND

www.upwardbound.niu.edu

Upward Bound prepares students for college. Its primary focus is to provide counseling, academic skills development, general preparation and placement services for high school students.

- ◆ operating primarily in Elgin, Aurora, Rockford, DeKalb and Sycamore.
- ◆ helps 85 – 100 high potential yet under-prepared high school students from low-income families who would be first generation college graduates.
- ◆ conducts weekly academic and counseling meetings and an intense college simulation, academic six-week residential summer component at NIU.

WHO ARE PAL STUDENTS?

ACCESS/PAL serves a variety of students from many cultural, ethnic and academic backgrounds. Any student enrolled at NIU is eligible to request tutoring through PAL.

Each year we serve between 1500 – 1600 students. Many of our students are members of groups historically underrepresented in higher education. Many are first generation college students. Some may have a physical disability (visual, auditory or mobility impairment) or a learning disability. Many of our students are pressured by financial concerns and need to work to stay in school. Because of these characteristics, our students are at higher risk academically. Despite these challenges, our students have a willingness to learn.

WORKING WITH ACADEMICALLY UNDERREPRESENTED STUDENTS

Many students who request tutoring are academically unprepared. That is, they are not adequately equipped to handle university coursework. Successful study skills, a high level of accomplishment or overall positive student experiences may not have been part of these students past education. Tutoring can help each student realize his or her potential abilities. Tutors must build upon each individual's capability to facilitate academic success.

YOUR STUDENT MAY HAVE:

- ◆ Weak Academic Background
- ◆ Weak Study Skills
- ◆ Low Confidence in Knowledge of Topic

BUT THEY ALSO HAVE:

- ◆ Desire to Succeed in Coursework
- ◆ Potential for Success

WHY STUDENTS WANT TO BE TUTORED:

- ◆ Improve Educational Achievement
- ◆ Improve and Develop Self-confidence
- ◆ Improve Grades and Comprehension
- ◆ Resolve Problems in Course Work

Students request tutoring through self-referral, but mostly from the urging of academic advisors, counselors, faculty and other staff. Whatever the individual reason, our students know that PAL is a valuable resource in surviving the academic demands at NIU.

WELCOME TO ACCESS/PAL - APPOINTMENT TUTORING

Congratulations for requesting tutoring through the ACCESS/PAL office. We will try to provide you with the best tutoring possible. If you have any questions, concerns or suggestions, do not hesitate to stop by our office in Williston Hall, room 100, call us at 753-0203 or e-mail pal@niu.edu.

We ask that you only request a tutor if you are serious about using our services. PLEASE DO NOT REQUEST APPOINTMENT TUTORING IF YOU DO NOT NEED ASSISTANCE RIGHT NOW. If you only need help once in a while you should visit one of our Residence Hall Tutoring Centers. Please ask for our schedule(s) for the Residence Hall Tutoring Center(s) or visit our website: www.tutoring.niu.edu .

Appointment Tutoring is an ongoing process and can be effective ONLY if you meet with your tutor on a regular basis. You must meet with your assigned tutor at least once a week.

There are other tutorial services available to you that are not as structured as PAL. If you feel that these alternatives are more to your preference, please ask us for information concerning these programs.

We ask that you carefully read through the **STUDENT APPOINTMENT TUTORING CONTRACT** below and then sign it if you feel our service can fulfill your academic needs.

1. Student will inform the ACCESS/PAL office if they have not been contacted by a tutor within one week after requesting tutoring.
2. Student will promptly respond to all phone calls and/or emails from their tutor(s). Failing to respond to their tutor(s) within two (2) days may hinder your ability to get appointment tutoring.
3. **Student will meet punctually at least once a week with their tutor(s). PAL tutors are available for a maximum of three (3) hours of tutoring per week per course. After two (2) NO SHOWS, a student will be dropped from appointment tutoring eligibility.**
4. Student will notify the tutor 24 hours in advance, or an agreed upon time with their tutor, if student is canceling an appointment.
5. Student will bring to each tutorial appointment: textbook(s), notes, paper, pen/pencil or other materials helpful to their academic progress.
6. Student will notify the PAL office and their tutor if they no longer require appointment tutoring.
7. Student will notify the PAL office and their tutor if their phone number changes or service is discontinued.
8. Student who wishes to request another appointment tutor must notify the PAL office as soon as possible so the PAL office can find a replacement.

I have read the above contract and agree to follow the guidelines of the ACCESS/PAL office.

Name _____ Date _____
After reading and signing Side 1, please turn sheet over → and complete Side 2.

Side 1
10/05

**APPOINTMENT TUTORING
STUDENT CLASS AND WORK SCHEDULE
ACCESS/PEER ASSISTED LEARNING**

NIU E-mail (Z ID # ONLY) _____
 PAL will ONLY communicate using Z Address E-Mail

Name _____
 Print Clearly **Last Name** **First Name**

Circle VM by each phone number listed below if you have voice mail or an answering machine.

Cell Phone # _____ VM Phone # _____ VM

Please PRINT COURSE NAME(S) AND NUMBER(S) (e.g. MATH 110) for which you are seeking tutoring. Course(s) for which tutoring is requested:

Put an **X** in each box at the times and days when you are **NOT** available to schedule an appointment for tutoring (e.g. class, lab, lunch, work, etc.). **Leave blank ONLY those hours when you will be available EVERY week.**

HOURS	MONDAY	WEDNESDAY	FRIDAY		TUESDAY	THURSDAY
9 - 10 a.m.						
10 - 11 a.m.						
11 - 12 noon						
12 - 1 p.m.						
1 - 2 p.m.						
2 - 3 p.m.						
3 - 4 p.m.						
4 - 5 p.m.						
5 - 6 p.m.						
6 - 7 p.m.						
7 - 8 p.m.						
8 - 9 p.m.						

WHAT IS A PEER TUTOR?

A Peer Tutor is a more advanced, successful student who shares their knowledge and experience with another student.

Being a Peer Tutor is an important responsibility. Because you are a peer, you can have a lasting influence on their academic success. Not only through your scholastic background, but through a pledge to help others by sharing your knowledge and training.

WHAT DOES A PEER TUTOR DO?

- ◆ **HELPS** with course content, questions, problems
- ◆ **HELPS** develop better study skills
- ◆ **GIVES** the structure a student needs
- ◆ **HELPS** a student process information
- ◆ **HELPS** a student prepare for a quiz or test
- ◆ **HELPS** a student learn how to learn

ENCOURAGE STUDENTS TO BE SUCCESSFUL – LEARN HOW TO ACHIEVE

In order for students to be successful they may need encouragement to be able to change attitudes and behaviors, increase self-confidence and learn good study skills. **The encouragement students receive may be the most important benefit of tutoring.**

YOUR RESPONSIBILITIES

Students who apply for tutoring often have backgrounds that have not prepared them for the courses they are taking. The tutor can help by recognizing potential and assist in the enhancement of skills and abilities.

In order to help the student achieve in the course, it is important that the tutor identify the unique characteristics of each student. In order to best meet this responsibility, the tutor must work toward building self-esteem, self-confidence and knowledge of the coursework.

A tutor needs to be able to recognize and adapt to the wide range of skill levels and learning styles of their students. One approach/style does not fit all students.

As a tutor you need to be aware of your own attitudes and behavior. Not only should you ask questions of students, but ask yourself questions as well, including:

- ◆ What experiences have I had with people different from myself?
- ◆ What are some preconceived notions I might have about my student?
What can I do to overcome them?
- ◆ Am I comfortable? If not, why not?
- ◆ What verbal/nonverbal messages am I sending to this student?
- ◆ Does the student seem uncomfortable?

Such self-analysis can make you more attuned to WHAT YOUR STUDENT NEEDS:

- ◆ A Reliable
- ◆ Trustworthy
- ◆ Knowledgeable
- ◆ Supportive
- ◆ Respectful Tutor

TUTORING PHILOSOPHY

We believe that all of our students can attain some level of academic success given appropriate tutorial support. As a support service, we are student/tutee centered. Whatever tutorial strategy is used, it must be based on the individual needs of that particular student.

PROFESSIONAL ATTITUDE

We believe that tutoring is a profession and that as employees of NIU, we must conduct ourselves as professional representatives of the institution.

As a tutor you represent Peer Assisted Learning to the students we serve, faculty and staff on campus. How a student feels, positive or negative about the PAL program is determined by their relationship and interaction with you.

We MUST:

- ◆ **BE ON TIME** - this adds to the effectiveness of your tutoring. If you are late, the tutee may begin to doubt the sincerity of your concern for tutoring and for them.
- ◆ have an attitude of unconditional acceptance towards our students and their needs.
- ◆ be supportive of them no matter how different we may think they are from us in terms of fashion or attitudes.
- ◆ look beyond the superficial and focus on our goals.
- ◆ project a positive attitude, sensitivity, understanding, adaptability and awareness of their needs.
- ◆ develop an ability to relate to students at their level.

Don't be quick to judge. Many of the students who are tutees have lived a life of finding themselves judged according to stereotypes of character, ability and intelligence. Avoid perpetuating this pattern.

Many of the characteristics, which make your student different from you, are what make them an individual. Their strengths may lie in areas other than what they are being tutored in. **Think of their differences as their strengths.**

Set the same standards of effort for your student as you would set for yourself. Do not adopt the attitude, “They did as well as could be expected”. Avoid lowering standards because they are unattainable and don’t allow your student to “just get by”.

Confidentiality should be kept about what occurs during tutorials. In other words, what transpires between you and your student should not become the subject of conversation with others. It is however, appropriate and necessary at times to discuss your student(s) with us in the PAL office so we can provide support, advice and guidance. **Like any relationship, ours should be built upon respect and trust.**

Maintain a professional tutor relationship. **Romantic or sexual overtures are entirely inappropriate and unethical.**

To be successful, tutoring needs to have a commitment from both the tutor and tutee, meet regularly, be prepared and gain as much from each tutorial session as possible.

TUTORING CAN MAKE A DIFFERENCE:

- ◆ tutors, students and professors say that students often need one or more concepts that when obtained, result in the **student being enlightened, the “light clicks on”.**
- ◆ **the primary task of the tutor then, is to discover those particular concepts for each particular student.**

COMMUNICATE WITH THE PAL OFFICE

Communication is very important for the efficient functioning of our office.

As a tutor you have freedom and flexibility in setting your appointment schedule, but the only way we know how your students are doing is through you.

Voicemail and/or e-mail can be sent at any time. Visiting the office, if you can, is even better.

There is no excuse for not communicating.

TUTOR CODE OF ETHICS

NATIONAL ASSOCIATION OF TUTORIAL SERVICES

1. I will have subject proficiency and knowledge in my area.
2. I will strive to build the student's self-confidence.
3. I will give my student my total attention.
4. I will use understandable language.
5. I will admit my own weaknesses and seek assistance whenever I need it.
6. I will respect my student's personal dignity and accept that individual without judgment.
7. I will encourage my student constantly, but never offer false hope or empty flattery.
8. I will strive for a mutual relationship of openness and honesty as a tutor.
9. I will not impose my personal value system or lifestyle on my student.
10. I will always understand my role is never to do the student's work.
11. I will count on my student to also be my tutor and teach me ways to do a better job.
12. I will be punctual and keep appointments, not only out of courtesy but as an example for my student to follow.
13. I will maintain records, lesson plans and progress data as expected and required.
14. I will enable my student to transfer learning from one situation to another.
15. I will make learning real for my student.
16. Ultimately, I will strive to help my student achieve independence, showing progress over time and improvement of grades.

CHARACTERISTICS OF A TUTOR

1. FACILITATOR - acts as a team member, not as a teacher or a lecturer

- A. Remember that you are not an instructor. You must meet the *student's* goals. Students don't exist to meet our needs; we exist to meet theirs.
- B. Work *with* your students. Do not talk *at* them.
- C. Show students steps that lead them to make their own discoveries and gather information independently.
- D. Provide examples of concepts and have realistic expectations.
- E. Do not do assignments for a student. HELP STUDENTS ACCEPT RESPONSIBILITY FOR THEIR OWN LEARNING.

2. PATIENCE – works at an appropriate pace

- A. Move *slowly* in small, manageable steps to help students learn concepts and skills.
- B. Go over the material several times when necessary, for full comprehension.
- C. Be flexible and change pace of work with student as needed.

3. SENSE OF HUMILITY – helps as a peer not a superior

- A. Relate to your students as equal.
- B. Know your own limitations. You can admit confusion as long as you are willing to seek out the right information.
- C. Recognize excellence and show honest appreciation for students' accomplishments.
- D. Consult the ACCESS/PAL coordinator when student's "problems" are not academic, when current methods do not help your student, or if a conflict develops. Do not attempt to act as a counselor for personal problems.

4. GOOD LISTENER – builds rapport with your students

- A. Find out student's concerns and goals
- B. Exchange bits of personal background with student to establish "common ground".
- C. Give constant feedback during sessions based on listening to what the student says or the answers they give.

5. RESPONSIVE – communicates clearly

- A. Use an accepting tone of voice and body language to show genuine concern for student's academic problems and needs.
- B. Have empathy for your students and create a comfortable setting for each session.
- C. Be careful that your actions and words help accomplish the students' goals and objectives.

CHARACTERISTICS OF A TUTOR cont'd

6. FLEXIBLE – takes things in stride

- A. Plan sessions, but adjust to meet student's *special* requests or interruptions.
- B. Adapt the pace of work to match students needs.

7. TRUSTWORTHY – Maintains a professional attitude towards the student

- A. Keep personal and academic information about the student *confidential*.

8. REALISTIC – has reasonable expectations

- A. Do not punish yourself if a student fails the course after your have given your best effort.

9. SENSE OF HUMOR – makes tutorials fun

- A. Tutoring someone is a serious responsibility, but sometimes we can take ourselves too seriously. Strive to create a balance between being formal and informal.
- B. Let your students see the joy you get from learning and achieving academically.

10. EMPATHY – knows students' limitations

- A. Work at developing an understanding of your students and their backgrounds. Be willing to start at their level and work at their pace if you want to make progress.

TUTOR CONTRACT

ACCESS/PAL (PEER ASSISTED LEARNING)

TUTORING DUTIES

- A. Interview with PAL Coordinator.
- B. Attend **mandatory** Training Seminars I and II.
- C. Contact assigned students **within twenty-four (24) hours to establish first appointment.**
- D. Meet with assigned students regularly and promptly; cancellation of appointments by tutor may result in termination.
- E. Contact students if they miss an appointment to schedule another.
- F. Notify the PAL Office immediately if unable to make contact with a student; if student drops a class or is no longer interested in tutoring.
- G. Establish clear lines of communication with the PAL Office.
- H. Maintain confidentiality of the tutoring relationship.
- I. **Please inform the PAL Office immediately of any changes in personal information i.e. – phone number, address, as soon as possible.**
- J. Give one full week’s notice if it becomes necessary to resign.
- K. Complete accurately and turn in Appointment Tutoring Session Record Sheet(s) weekly.
- L. Electronic time sheet must be signed on **PAL payroll dates** as posted in the office; **failure to comply will result in late payment.**
- M. Turn in completed program evaluation and tutor evaluations at the close of each semester.
- N. Return all lent textbooks, manuals and other materials issued by the PAL Office at the end of each semester.

Tutors can work only a maximum of twenty (20) hours per week.

Failure to uphold the stated duties herein constitutes a violation of the contractual agreement between ACCESS/PAL and the student tutor. ACCESS/PAL has the right to terminate any tutor who does not fulfill these duties.

Tutor Signature

Date

ACCESS/PAL Coordinator

Date

10/05

ACCESS Sexual Harassment Prevention Policy for Student Employees

August 1, 2005

As state and university employees, it is expected that all ACCESS, ACCESS/Peer Assisted Learning and ACCESS/Supplemental Instruction student employees are bound by university policies regarding sexual harassment. All employees should be familiar with the policies below when working with students as an employee of ACCESS and NIU.

Sexual harassment is regarded by the University as a serious offense. Violation of Sexual Harassment Policies may result in termination from employment with ACCESS, judicial action through the University Judicial Office, suspension or expulsion from the university and/or charges from outside agencies to the university.

For complete information regarding the Non-Discrimination/Harassment Policies and Complaint Procedures for Employees and Students, please check the website at:
<http://www.niu.edu/aadr/policy.pdf>

Student Employment and Sexual Harassment

All student employees must realize that they are subject to university employment policies as well as applicable state and federal law with regard to sexual harassment.

Examples of Sexual Harassment in the Tutoring/SI Environment

Sexual harassment within a tutoring/SI environment can involve a tutor or SI Leader harassing a student, a student harassing a tutor/SI Leader, or a tutor/SI Leader or Supervisor harassing another student employee from this office.

Examples of sexual harassment in a tutoring/SI environment include, but are not limited to:

- Patterns of conduct that are not legitimately related to the subject matter of tutoring/SI and may cause discomfort or embarrassment for the student or another student employee. Such conduct may include touching, patting, hugging, brushing against an individual's body, repeated or unwanted staring;
- Remarks about sexual activity, experience, or orientation while in a tutoring/SI session or in any other ACCESS work environment (such as in the tutoring centers, offices, classrooms, when waiting to start a session, or outside a tutoring/SI session while still "on the clock"), when such discussion is not reasonably and legitimately related to the subject matter of the session or general work issues;
- Display of inappropriate sexually oriented materials unrelated to a tutoring/SI session.

Tutoring a Course with Sexually Explicit Information

In the event that a tutoring or SI session pertains to a course which contains sexually explicit information, it is expected that tutors/SI Leaders shall adhere to the following procedures:

- Make sure that all discussion that is sexually explicit in nature is contained to the tutoring/SI session and is directly related to the intended course curriculum and the subject being discussed. Any personal discussion of a sexual nature that occurs between the student and tutor/SI Leader outside of the tutoring/SI session is strongly discouraged.
- If applicable, make sure that students are verbally and expressly warned about the sexually related content of the course and the dialogue that could result from such a tutoring/SI session.

- Make sure that any tutoring/SI discussion that appears to be offensive to a student is recognized and resolved with the student prior to termination of the session. The tutor/SI Leader should make every attempt to ensure that dialogue does not become offensive. In the event that someone has been offended, the situation should be reported to a supervisor even if the tutor/SI Leader feels that the situation has been resolved.

Consensual Relationships, Conflicts of Interest and Assumption of Risk

Adult romantic and sexual relations between ACCESS/PAL supervisors and tutors, or tutors/SI Leaders and students do not necessarily involve sexual harassment, but they are discouraged because of the complications they may cause with respect to sexual harassment.

The trust and powers accorded to ACCESS tutors/SI Leaders when helping students will generally constrain the student's actual freedom to choose whether to enter into a romantic or sexual relationship with an employee of this office. A tutor/SI Leader likewise may not feel fully free to reject or end a romantic or sexual relationship with his/her student supervisor/mentor.

Whenever a power differential exists between an ACCESS student employee and student or another student employee, it is difficult to defend against a charge of sexual harassment on the grounds that the relationship was consensual. The power differential will likely influence any actions taken by the university. Consensual relationships between student employees that interfere with the tutoring/SI environment may also be treated as an employment performance concern.

If a sexual or romantic relationship exists, it is expected that the individuals involved approach it with caution and maturity particularly with regard to their work situation. Dating among peer-level employees can create complicated and often uncomfortable situations for everyone involved, including coworkers and others within the department.

Even genuinely consensual relationships may be problematic. It is expected that the parties each take effective steps to ensure that unbiased work relationships continue, regardless of the status of the relationship. Individuals who enter into these relationships do so at their own personal and employment risks.

Knowledge of Incidence of Sexual Harassment

As university employees, if any ACCESS student employee becomes aware of a situation involving sexual harassment, they are obligated to report the offensive behavior to a university official, most likely an administrator within the ACCESS office. It is unwise to handle such a situation alone.

ACCESS professional staff, upon receiving a report or information concerning a potential violation of the university's Non-Discrimination/Harassment policy, are then obligated legally and ethically to take corrective measures, to monitor the situation, and enforce the provisions of this policy. This obligation becomes activated whenever a complaint (informal or formal) is received by any university administrator or supervisor, including student supervisors.

I _____ , have read and discussed
Please Print Clearly

the **ACCESS Sexual Harassment Prevention Policy** with the
ACCESS Assistant Director for Peer Assisted Learning (PAL).

NAME

Date

ACCESS Assistant Director For PAL

Date

APPOINTMENT TUTORING PAL OFFICE GUIDELINES

TUTOR APPOINTMENT RECORD SHEET

When you are assigned student(s) to tutor on an appointment basis you will be given a Tutor Appointment Record Sheet. This is for you to keep track of your student(s) and appointments.

When you visit the PAL office to talk about one of your students, please bring the record sheet with you. It helps us locate your student's file.

NOTE: A student's last name and first name are needed to locate their record.

Documentation of your tutoring experience is important. Especially if there are concerns/complaints from students or faculty.

APPOINTMENT TUTORING SESSION RECORD SHEET

Each time you tutor, both you and your student must fill out and sign a Tutoring Session Record Sheet.

Tutoring Session Sheets are available in the PAL reception area. Take enough to last until the next payroll.

If you run out of sheets, use a sheet of notebook paper and list the required information.

Your pay may be delayed if you do not fill out your Tutoring Session Record Sheet(s) properly:

- ◆ tutor's name
- ◆ student's name (please print the correct first and last name)
- ◆ course name and number
- ◆ amount of time tutored
- ◆ topics discussed
- ◆ student summary

The Appointment Tutoring Session Record Sheet is printed on both sides. **Please use both sides of the sheet. Sheets should be completed and organized by consecutive date, even if student and course are different (refer to example sheet).**

When the sheets are in order by date, it makes payroll entry go much easier. The more unorganized your record sheets are, the more time it will take to enter info onto your electronic time sheet.

WHAT IF I HAVE A GROUP MEETING?

For our purposes, a group is a meeting of more than one (1) student in the same course name and number at the same time.

When filling out the Tutoring Session Record Sheet(s) remember to record:

- ◆ time tutored – put the actual time you met with the group.
- ◆ print **GROUP** above the time tutored.
- ◆ **PRINT** the name of each student.
- ◆ **each student must sign the sheet.**
- ◆ you are paid 1.5 time for group tutoring - pay total will be calculated by the PAL office.

STUDENT DECLINES TUTORING

- ◆ either e-mail or bring a note to the PAL office with the date, student's name, course name and number and a statement explaining that the student no longer wishes to be tutored.
- ◆ your note will be put in the student's file documenting the decline of tutoring.

PROBLEMS CONTACTING A STUDENT

- ◆ when you are not able to make contact by phone and/or email, please stop by the PAL office to verify the information that you have written down for the student.
- ◆ if you cannot contact a student after three attempts over a week, please write a detailed note documenting the dates of contact and what transpired. This note will be put in the student's file.

NO SHOW

When a student schedules an appointment with you and does not appear for the meeting, it is considered a "no show".

RECORDING A "NO SHOW" ON TUTORING SESSION RECORD SHEET:

- ◆ time tutored line – **write 0.2 and circle**
- ◆ date, name of student, course name and number and a brief summary of "no show", also needs to be completed.

FOLLOW UP WITH "NO SHOW" STUDENT IMMEDIATELY

- ◆ it is your responsibility to follow up immediately as to the reason.
- ◆ reasons for "no shows" range from confusion over time, place, illness, emergency or poor communication.
- ◆ suggest to your student that they contact you if they are running late or must cancel as early before the appointment as possible.

REGARDING "NO SHOW" STUDENT

- ◆ "no show" for two tutorials in a row
- ◆ history of "no shows"
- ◆ tutor can either continue to tutor the student
- ◆ discontinue trying to schedule appointments with the student.

IF YOU CHOOSE TO DISCONTINUE TUTORING A "NO SHOW" STUDENT:

- ◆ e-mail or write a note containing the date, name of student, course name and number and a brief summary
- ◆ documentation will be put in the student's file

LIMITS

Each student **MUST** have one appointment per week with their tutor per course. Appointments can be any length of time, up to a maximum of three (3) hours per week, per course.

You can meet more than once per week, but for no more than 3 hours total for the week.

WHAT IS A WEEK?

For our purposes a week is seven (7) calendar days.

Example:

If you meet for three (3) hours on Monday, September 1st, then you cannot have another appointment til Monday, September 8th.

DOES YOUR STUDENT NEED/WANT MORE TIME?

You or your student may decide that more tutoring time beyond the 3 hour weekly maximum is needed.

This may be a one-time increase because of an upcoming test, quiz or assignment deadline or a permanent increase because of student need.

Before making a commitment of more tutoring time – you will need to discuss the needs of the student with the ACCESS Assistant Director for PAL.

Tutoring students beyond the 3 hour maximum without prior approval may result in non-payment and/or dismissal as a tutor.

HOURS TUTORS MAY WORK

- ◆ no more than 7.5 hours per day
- ◆ no more than 20 hours per week

OVERTIME IS NOT ALLOWED.

ACCESS/PAL TUTOR APPOINTMENT RECORD

Please bring this sheet when you visit our office to talk about your students.

Student Name	Phone Number	E-Mail	Course	Day/Time Appointment	Location	Contact/Notes

Date _____ Time Tutored _____ GROUP

NO SHOWS = 0.2 (Circle) (time in tenths of an hour)(Circle)

APPOINTMENT TUTORING SESSION RECORD SHEET

Tutor _____ Course _____

Student _____ Z ID # _____

Student _____ Z ID # _____

Student _____ Z ID # _____

Student _____ Z ID # _____

Location: Library HSC Dorm Other _____

Minute s	0-3	4-9	10-15	16-21	22-27	28-33	34-39	40-45	46-51	52-57	58-60
Tenths	.0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00

Topics discussed _____

Tutor comments _____

Student summary of lesson _____

NEXT SCHEDULED APPOINTMENT:

Date _____ Time _____

Location: Library HSC Dorm Other _____

Topics _____

Student's signature _____

Tutor's signature _____

APPOINTMENT TUTORING PAYROLL GUIDELINES

1. Payroll is in the middle and at the end of each month.
2. Please come to the PAL office during the hours of 8:30 – 11:30 a.m. or 1:00 and 4:00 p.m. to turn in your Tutoring Session Record Sheets and sign your time sheet.
3. Specific deadline dates will be noted on the wall calendar behind the reception area in the PAL Office.

It is your responsibility to check the calendar each time you visit the office for future deadlines.

4. Tutoring Session Record Sheets can be turned in to the PAL office anytime before the final payroll deadline.

Each sheet must have:

- ◆ tutor's name
- ◆ date of tutoring
- ◆ student's complete name
- ◆ course name and number
- ◆ amount of time tutored
- ◆ topics discussed
- ◆ student summary
- ◆ student and tutor signatures

5. Tutoring Session Record Sheets should be organized by date ahead of time.
6. Calculate the total of your pay hours before coming to the office and write it on the upper right hand corner of your first sheet.
7. When you visit the office to do your electronic time sheet, please allow yourself 10 – 15 minutes. You may have to wait if other tutors are ahead of you, and it takes time to enter pay hours on the electronic time sheet and print it out for you to sign.
8. If you are not able to visit the office during the scheduled payroll period, please contact the office to make other arrangements.
9. It is important to us that you are paid on time. In order for this to occur you need to cooperate and communicate with us.

IMPORTANT

- ◆ Tutoring Session Record Sheets are confidential and should only be given to PAL office personnel or the Assistant Director.
- ◆ If no one is here when you visit, you will need to return. **Do not leave your paperwork in the PAL office reception area or with anyone else in the ACCESS office.**
- ◆ **Time sheets are legal documents and require your signature.**
- ◆ Contact the PAL office if you may miss the payroll deadline.
- ◆ Either e-mail or phone the PAL office if you are not submitting tutoring hours for that pay period.
- ◆ Unsigned time sheets will result in delay of payment until you come to the office and sign.

Failure to follow these procedures may result in a delay of payment. Payroll is twice a month and if you miss a payroll, you have delayed your payment for a month.

FIRST MEETING

RELAX AND BE YOURSELF

PERSONAL CONCERN FOR YOUR TUTEE IS YOUR GREATEST ASSET AS A TUTOR.

Past experience has shown that rapport between tutor and student can have a powerful effect upon their success. Tutors should work to build a relationship of mutual confidence.

BUILD RAPPORT WITH YOUR STUDENT

At the first session, spend some time discussing mutual interests, and above all, **LISTEN** to your student. Put yourself in the student's position and imagine how your student thinks and feels.

Often the student may feel vulnerable and the tutor may feel intrusive. Students may differ in their ability to open up to you. Wait for the student to open up and ask questions, providing positive feedback to build self-esteem and confirm a sense of acceptance.

- ◆ establish a positive supportive relationship with your student
- ◆ create an environment that helps overcome negative experiences and attitudes about learning
- ◆ help your student build confidence in their abilities

ASSESS YOUR STUDENT'S STRENGTHS/WEAKNESSES

Sometimes a student doesn't even know what they don't understand. In this case, you have to ask specific questions to find out what the student does not know.

- ◆ Ask the student about their high school. Was it college prep? Vocational?
- ◆ Ask about the student's past experiences in your particular subject area. How do they feel about the subject?
- ◆ Have they had this kind of course before?
- ◆ What does the student need to do? (Review syllabus, handouts, etc...)
- ◆ Have the student do a sample problem.
- ◆ Ask questions about material they should already have learned.

Use the Student Profile as a guide for common, appropriate issues to ask a student.

HOW DO I GET STUDENTS?

Students are assigned to tutors **ONLY** by the ACCESS Assistant Director for PAL or the PAL Secretary.

You will be contacted by the PAL office when there are students for you.

DO NOT RECRUIT STUDENTS

If you have an appointment and your student brings another student, **DO NOT** turn them away. If it is okay with everyone, just have a group meeting.

- ◆ advise them that they need to visit the PAL office to complete a tutor request form.
- ◆ inform the PAL office as soon as possible.

CONTACTING STUDENTS

After you accept a student to tutor, it is your responsibility to contact them. You will be given a phone number(s) (residence and/or cell) and an e-mail address if available.

You should make your first contact as soon as possible. Contact by phone and e-mail.

WHAT IF A STUDENT DOESN'T RESPOND

- ◆ if a student does not respond to three contacts by you within one week after the assignment, come to the PAL office.
- ◆ write a detailed note documenting the dates of contact and what transpired. This note will be put in the student's file.
- ◆ another student from our waiting list may be assigned.

WHEN CAN I MEET WITH STUDENTS?

Any day and time that is mutually agreeable to you and the student.

WHERE SHOULD I MEET WITH STUDENTS?

Any mutually agreeable meeting place that is conducive to study and learning.

Common meeting places are:

- ◆ Founders Library
- ◆ Holmes Student Center
- ◆ Residence Hall Study Lounges
- ◆ Class room buildings

WARNING: Private residence hall rooms and apartments should be avoided.

HOW TO TUTOR

A tutor's primary task is to focus on two main things:

- ◆ course content
- ◆ the learning process

Chances are good that the student can do something. Begin tutoring at a level of mastery with the student you are helping. This will provide an atmosphere of success. This atmosphere will build the student's confidence, and will help establish a good working relationship.

In tutoring there is no one method, no easy answer. The greatest success will be found with methods which you develop yourself while working with the student. Any method which helps the student learn will be considered the best method.

- ◆ make your student an active learner.
- ◆ model for your student how to be an active learner.
- ◆ **DO NOT LECTURE**

GUIDE YOUR STUDENT

- ◆ give partial answers: What's the next step?
- ◆ ask the student to take it from where you left off.
- ◆ answer student questions by guiding the student to the answer. This can be frustrating to a student (and tutor), but will benefit the student in the long run because they will learn to find their own answers and decrease frustration during individual study time.
- ◆ don't just tell a student something - SHOW them. Talk them through each step.
- ◆ think a loud in front of your student.
- ◆ help a student learn how to break down an assignment into smaller more manageable parts.
- ◆ encourage your student to verbalize what, how and why.
- ◆ show the student how to think, not what to think

As a tutor either you can do it or have the student do it. Which approach do you think is best in the long run?

TUTORING TIPS

- ◆ demonstrate in a positive a way the correct techniques and thinking.
- ◆ help students develop more effective ways of learning, thinking and problem solving.
- ◆ give the student not just the facts, but the ability to apply those facts to solving problems in real life.
- ◆ give clear and concise examples and answers: ask the student to repeat what you said to make sure they understand and avoid communication errors.

DO NOT DO HOMEWORK

- ◆ the less work you do for the student the better
- ◆ the best tutorial is one in which you have a dialogue with the student
- ◆ create a conversation, talking about math or history
- ◆ make your meetings interactive.

Although it seems to be quicker, easier and less frustrating for a tutor to do a problem or an assignment, it is of little permanent help to the student.

Help them learn **HOW** to do their own work. **It is not your job to give answers, but to help the student learn how to learn a specific subject.**

SPEND MOST OF THE TIME:

- ◆ **ASKING QUESTIONS**
- ◆ **LISTENING**
- ◆ **HELPING THE TUTEE TO THINK FOR THEMSELF.**

Be sure your tutee understands how you arrived at an answer. If you are not sure that they do, test them with a similar example. Have your student explain to you their thinking as they work on a problem.

To the extent possible, be creative and imaginative in your tutoring methods. Look for ways to motivate your tutee and to involve them in the activity. Do not hesitate to innovate.

Don't be afraid to admit to your tutee that you don't know certain answers. Tell them you will find the answer and then follow through.

This strong base will assist you in many situations that seem to have no right answers and no quick solutions. **Often the greatest success will be achieved by developing individual methods for each situation you encounter.** Hopefully this handbook will give you some hints on how to create the most successful methods for each student.

Give your student immediate feedback on their progress.

- ◆ Are they learning?
- ◆ What else do they need to learn?
- ◆ Give your student positive reinforcement.
- ◆ Focus on what they did correctly, not the mistakes they made.
- ◆ Help them discover ways to correct their work.

EVALUATION

Evaluation is a constant part of tutoring. It occurs in two ways:

1. Evaluation of the Student

As a tutor you need to make judgments about the progress of your student.

- ◆ Is your student learning?
- ◆ What does your student have to learn?
- ◆ How can they learn it?
- ◆ Are they learning enough to pass the quiz or test?

2. Evaluation of the Tutor

- ◆ Are your tutoring sessions effective?
- ◆ What is working?
- ◆ What can you do differently?
- ◆ At the end of each semester, the PAL office distributes evaluations to tutors to be completed by the student.

Look over the sample evaluation included in the manual.

Keep these points in mind when tutoring.

TUTOR EVALUATION FORM

_____ Semester and Year

Name (optional) _____ Course _____

Tutor's Name _____

Please **CIRCLE** the appropriate number for each statement:

1 - Excellent **2 - Good** **3 - Unsatisfactory** **4 - Not Applicable**

1. Tutoring helped me to understand the course content **1** **2** **3** **4**

2. Tutoring helped me develop better study skills. **1** **2** **3** **4**

List study skills you feel were improved through tutoring: _____

3. My tutor uses clear and understandable explanations and examples. **1** **2** **3** **4**

4. Rate overall sessions: (check one)

_____ **Very Helpful** _____ **Helpful** _____ **Not Helpful**

5. I feel that working with a tutor made a difference in my grades **YES** **NO**

In what way? _____

6. Would you use the ACCESS/PAL services again if you needed academic help? **YES** **NO**

7. Comments: _____

Thank you for your response.

Return this form to ACCESS/PAL, Room 100, Williston Hall