

# Tutor Handbook



**Clatsop Community College**

Updated Fall Term 02020

## Welcome to Tutoring

Dear Tutor,

Welcome, and thank you for helping students at Clatsop Community College! Tutoring is an important and often challenging responsibility. It is the process of helping students learn to help themselves. With your assistance, your students will gain the knowledge and study skills they need to do well in subjects that are difficult for them. Your help and positive feedback can often make a difference in their passing or failing a course, and even in how successful they are in their entire college career. Becoming a tutor will also help YOU gain a deeper understanding of the subject material, encourage higher levels of thinking and connect with the students you tutor.

The training tips in this manual can help you become an effective and able tutor, and get the best results possible from your tutoring sessions. It should benefit you as you build your tutoring style and approach. Also included is information specific to Clatsop Community College's tutoring program, including pay rates, what to do about missed sessions, and time sheet due dates.

If you have any questions, complaints, suggestions or concerns, please come talk to me, give me a call or email me. I'm here to help you. Thank you, and good luck tutoring!

*Gad Perez Tichenor*

Tutor Coordinator  
Clatsop Community College  
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# Getting Started

## Academic Honesty

As a tutor, your role is to help the student understand the subject, not get an “A” in the course. You are not a substitute for missed classes, and you MAY NOT do any course work for your student whatsoever. It can be difficult to help your students without telling them what to do next, but if you give too much assistance, the work is no longer the student’s and you both run the risk of being accused of academic dishonesty or plagiarism. **You may not complete or correct your student’s homework.** You may provide feedback to students to help them increase their understanding of concepts, but the ideas, words, punctuation and calculations must be the students. Any incidents of academic dishonesty will be handled in accordance with CCC policy. If you are found to have engaged in any form of academic dishonesty, your employment as a tutor will be terminated and your recommending faculty member will be informed.

## Confidentiality

As an employee of Clatsop Community College, it is important to maintain confidentiality. In accordance with federal law (Family Educational Rights and Privacy Act [FERPA]), all information shared by the student is considered confidential. You cannot discuss your student, your student’s work or your student’s use of tutoring services with anyone except the staff of the Tutoring Program or the Trio Program (if you are tutoring a Trio Program student). Without written permission, you may not discuss a student even with his or her teacher. If you are found to have discussed your students or their work with others without their consent, your employment as a tutor will likely be terminated and your recommending faculty member will be informed.

## Professionalism

It is important, as an employee of Clatsop Community College, not to criticize teachers, assignments, other tutors or students. It is also important not to validate these criticisms if your student makes them. You are expected to honor the appointments you make and to show up for them on time. During your sessions you should be courteous and respectful. It is not the time for personal phone calls or visits with friends. Your students should have your full attention.

## Tutoring Eligibility

Clatsop Community College tutors are hired on a competitive basis. To be hired into the tutoring program, you must have at least:

- A “B” grade or above in the courses you tutor.
- If you are currently taking the course, you also need a recommendation letter/email from the faculty member teaching it.

You must also have completed your Hire/Pay Authorization form and turned it in to Jennifer Bakke in Human Resources. Before tutoring can begin you must complete all steps of the hiring process.

## Pay Rate

Tutors earn \$14.41 per hour.

## Time Reporting and Attendance Sheets

**Time Reporting:** Time reports are due towards the beginning of each month. Clatsop Community College uses an electronic time card program, ADP, which can be accessed from any computer. The Tutor Coordinator will generally try to email to remind you to enter your hours the week before time reports are due, but it is your responsibility to get your hours in on time. If you fail to do so, you will likely not get paid.

### Recording Attendance:

Every time you meet with the students you are tutoring, you need to submit confirmation of your meeting. If you are meeting virtually with the use of Zoom, please end each session with a group email addressed to [gtichenor@clatsopcc.edu](mailto:gtichenor@clatsopcc.edu) and cc the student(s) tutored. The subject line should read “Tutoring Confirmation (date)” This email should include the name(s) of who you tutored, the date, and how long the tutoring session lasted. The student should then respond to the email confirming all of the information submitted. Alternately, if you are meeting masked, in person, on campus please fill out and have the student sign the attendance sheet provided. This is your proof of the hours you worked. You will turn these in to the Tutor Coordinator when time reports are due. These sheets can be submitted through email, text, or to the library front lobby. Because the tutoring programs are grant funded and subject to auditing by the Department of Education, we NEED to have the attendance sheets as part of our paper trail. If you don’t have your attendance form for any reason, your time card cannot be approved.

Group tutoring is paid by the hour, not by the student. All students in attendance need to sign the group attendance form or provide email confirmation.

## ADP Timecard Help

We realize that the ADP computer program can be confusing. If you need any help to get yourself set up in the program or enter your hours, please don't hesitate to contact Jennifer Bakke in the Human Resources office. She can answer any of your questions.

**Human Resources Assistant:** Jennifer Bakke, T110  
Phone: 503-338-2406  
Email: Jbakke@clatsopcc.edu

## Missed Tutoring Sessions

**If you have to miss a session:** It is your responsibility to arrive on time to all regularly scheduled tutoring sessions. If you have to cancel a session, you must contact your student 24 hours in advance. You also need to contact the Tutor Coordinator, either by phone or by email, and let her know. If you have canceled a session, you must also offer your student a make-up session. If you cancel more than three sessions in a row, your student will be reassigned to another tutor. If you miss a tutoring session without any notice, your student will likely be reassigned.

**If your student misses a session:** Your student must also give you at least 24 hours notice to cancel a session. You are not required to give them a make-up session if they cancel. If your student does not show up and has not given you appropriate notice, you are required to wait only 15 minutes beyond the scheduled starting time of the tutoring session. You can record it as a "no show" on your time card and will be paid for the 15 minutes you waited. Please tell the Tutor Coordinator if your student misses or cancels a session. She will notify the student that he or she is no longer eligible for tutoring in that subject area if the student misses more than two sessions with no notice.

If you are having any problems with your student regularly missing or canceling sessions, or with your own ability to attend scheduled sessions, don't hesitate to call or come and see the Tutor Coordinator.

## Tutor Training Manual

### National Tutoring Association Code of Ethics

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

- I understand that my role as a tutor is to never do the student's work for him or her.

- I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
- I understand that my relationship to the student is professional and not personal.
- I will show respect for my student's cultural background and personal value system.
- I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
- I will maintain accurate records of tutoring sessions as expected and required.
- I will respect my student's personal dignity at all times.
- I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
- I will keep all information about the student whom I am assigned confidential.
- I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
- I will share any concerns I have with my supervisor.
- I expect to learn along with my student.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible to my approach to student learning, respectful of the various learning styles.
- I will share techniques for improved study skills with my students.

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## **Before the First Tutoring Session:**

After you have been assigned a student to tutor, stop by the Tutoring Lab in the Learning Commons of the Library (Upper Level) and pick up the appropriate forms:

- Attendance sheet or Group Attendance sheet
- Tutoring Expectations/Agreement form
- Tutoring Session Summary Sheet

Review this training manual and make sure you are knowledgeable of and comfortable using the strategies outlined.

We also strongly recommend that you contact the instructor of the course you're tutoring, either in person or through email, and obtain a copy of the syllabus. You could also ask them what material is currently being covered in class, and whether they can recommend any additional resources you could use.

## **The First Session**

The first meeting with your student is often the most important, especially if you don't know the student you're meeting with. During this session you must let them know that you are an approachable and caring person, and that you will be able to help them understand the subject. Be sure to talk about all the areas described below, and bring the appropriate forms with you.

1. Make sure that you know each other's name, phone number and email.
2. Go over the Tutoring Expectations/Agreement form together and discuss any questions or concerns either of you may have related to the information covered in the agreement.
3. Get to know the student. Ask about their lives, where they are from and what activities they are involved in.
4. Evaluate the student's work and study skills. Go over their notes, quizzes, and any other material they may have.
5. If there is enough time, work on something with your student.
6. Return the completed Tutoring Expectations/Agreement form to the Tutor Coordinator as soon as possible.

## **After Every Session**

1. Ask the student if the session was helpful and discuss goals for the next session. Gather feedback so you know how best to help them.
2. Tell your student what you expect them to do to prepare for the next session.
3. Make sure your student signs the attendance sheet, if you have not had them do so already.

4. If the student did not show up for the session, record it on your time sheet as a no-show and let the Tutor Coordinator know.

## **Tips for Successful Tutoring**

### **Build rapport and trust with your student**

- Demonstrate respect for and confidence in your student.
- Try to always have a sense of humor.
- Remember that any information shared by the student is private. Exceptions are:
  - You can talk to staff members in the Tutoring Program, the Trio Program, or the Professor of the course about your student.
  - If your student is planning harm to self or others, call 911.
- Don't be intimidating. You are not the professor – your role is to help the student.

### **Use good communication and teaching skills**

- Ask open-ended questions (questions that can't be answered with "yes" or "no").
- Provide your student with "thinking time." Give your student at least 10 seconds to respond to your questions. Don't always jump in with your answers.
- Don't interrupt your student.
- If your student starts to get distracted, get them to refocus on the subject.
- Be alert to verbal and nonverbal cues that your student doesn't understand what you are saying.
- Ask for feedback on a regular basis.
- Never read your notes to your student. It is ineffective, passive learning.
- If one teaching method isn't working, try another. Think of interesting and different ways to present the material. (See "Interactive and Motivational Learning Approaches", p. 9-10)

### **Be positive and encouraging**

- Always be patient with your student.
- Give encouragement and praise when you can.
- Do your best to help your students learn, but remember that in the end, their success is up to them. Help them understand that.
- Help your student see that each little success is one step closer to learning the material.
- When your student makes a mistake, try to have them identify the mistake, review the material, and figure out the correct answer so that they can learn how to do this process on their own.

### **Be organized and prepared for each session**

- Always come to each session prepared.
  - Get and read the syllabus
  - Review any notes you may have
  - Talk to the professor about what they are covering in class if you are able to
  - Have the student email you questions or topics in advance
- Think of examples, problems or practice questions before each session.



- Know your student's assignment due dates and the dates of tests.
- Begin each session with a review of the material you covered in your last session. Frequent review is always helpful.
- Remind your student that they also need to prepare for tutoring. If they continually come unprepared, let the Tutor Coordinator know.
- Keep notes of what you covered during each tutoring session, where you left off, and what you are planning to cover next time.

## Interactive and Motivational Learning Approaches

Use these tips and strategies to help your student stay positive and motivated. Students who come for tutoring are often struggling academically, and their willingness to learn may also be lagging because of it. It is important to be friendly, patient and to drop the authoritative teacher role. Instead, find a way to make the material interesting and help your student learn how to learn on his or her own. These techniques will not only help you, but once students understand them, they can help them learn on their own.

- Create a learning game. A game like Jeopardy can be an effective tool, especially right before an exam.
- Use drawings or diagrams to illustrate concepts rather than relying on words. Remember that some students' preferred and most effective learning style is visual.
- Use practice quizzes to help reinforce learning.
- Analogies are comparisons of similar things. When using an analogy in tutoring, you compare a new concept to be learned with a similar concept that the student is already familiar with.
- Draw a picture. Each object in the image should represent something to be remembered. For example, in a discussion of the physics principle of deceleration (a moving object slowing down), you could draw a picture of a driver slamming on the car's breaks to avoid hitting a pedestrian.
- Affirm your student's positive efforts.
- Set up sample problems for your student to solve.
- Attribute effects to their causes. For example: "You got that right because you went through the whole process without skipping any steps."
- Discuss tests or papers that have been returned. Look for any patterns or common areas in the errors and discuss ways to correct them and more effective approaches for future tests.
- When a student fails, an explanation that emphasizes factors that can change will give them motivation to keep trying. For example: "The test was hard, there is no way you could have

known the answer. But now that you know what kind of questions to expect, you'll be able to prepare better for the next test."

- Ask your student to teach you, or to teach others in a tutoring group. The best way to learn something is to teach it to someone else.

Sources: Arkin, M. and Shollar, B. *The Tutor Book*, New York, Longman Inc., 1982

## Approaches to Difficult Behaviors

**What to do if your student is blocking your efforts to help:** A student who is blocking can be characterized by becoming easily frustrated, feeling hopeless, and making comments like "I can't do it, it's beyond me." As a tutor, you need to determine what the student does know and discuss that. Show your student that they have a good foundation to learn from. Begin with what your student knows and build from there toward increasingly complex material. Be sure to offer continuous support.

**What to do if your student is easily and often confused:** If your student is often baffled by what you're trying to teach, or is constantly disorganized and feeling helpless about the material, you will need to make sure to provide lots of structure and order during the tutoring session. Make sure to help them learn how to take good notes during class.

**What to do if your student is "miracle seeking":** A student who is "miracle seeking" often has enthusiasm about being with a tutor, but is fairly passive in the actual helping and learning process. They have a high, and often inappropriate, level of expectation and an inability to focus on concrete tasks. Try to focus again and again on specific tasks, involve your student continually with questions and problems, and explain the significance of their active participation in the learning process. Also, explain to them that they are the ones in charge of their success and that your job is simply to help them learn how to learn.

**What to do if your student is resisting help:** If your student is bored or sullen during the tutoring session, or has a disinterest in the class or material, you will need to make sure to let your student vent. Make sure to build a relationship with them and be pragmatic, yet understanding. Let them know that you understand the class is boring, but that they need it to graduate so you'll try to help them make the best of it. You may also need to establish your credibility by telling them about your past successes in similar situations. And above all, assure the student that their complaints about the class are confidential but direct the conversation away from complaints and focus instead on what the student can do to be successful in spite of these concerns.

**What to do if your student is passive:** A passive student can be noninvolved, inattentive or bored. They will have limited involvement in your discussions and ask very few questions. They will let you do most of the talking, and will have to be goaded into answering questions. If your student is very passive, empathize with them (for example: "You're not crazy about asking a lot of questions, are you?") Try to use lots of interactive learning methods and ask your student to complete mini-tasks by the next session. Make sure to reinforce all their attempts and successes.

Source: Shaw, G., *General Handbook for Peer Assistants*, University of Texas-El Paso, August 2000

## Help your Student Learn Good Study Skills

During one of your first sessions, you should try to assess your student's study skills. If your student can study well on their own, it will help them to better learn the material. Use these questions to help determine if your student is studying effectively.

1. Where do you sit in class?
2. Do you ask questions in class?
3. Do you talk to your professor outside of class when you don't understand something?
4. Do you take notes during class?
5. Do you use your notes to study?
6. What is your approach to reading your textbook? How well do you understand what you read?
7. How much time everyday do you study for this class?
8. Describe the environment you study in.
9. How do you prepare for tests?
10. How long before a test do you start to review?

After you've assessed your student's study skills, you can discuss ways to improve them. Below are some examples of ways to help your student study well. Incorporate some of these into your sessions, and suggest others that your student can use on their own.

- Describe your own methods for studying.
- Encourage your student to review their notes immediately after class if they are able to, or to review them in the evening after class.
- At the start of your tutoring session, ask what their professor has been discussing in the last few classes. Putting it into their own words will help them to remember the material for longer periods of time because it has meaning to them.
- Go over their notes together and teach them how to highlight important parts.
- Show them how to make up questions from information found in their notes.
- Explain to your student a number of different study methods and then together come up with a list of things that would work best for the student and for the specific class.
- Tell your student to make flash cards after every new set of lecture notes (i.e. vocabulary, formulas, concepts, etc.). Try to color code them by chapters or topics. Let them know that these can be taken anywhere and studied often. Do this together during one of your sessions to show them how it is done.
- Remind them that reviewing their notes for a short time every night is better than trying to cram for 5 hours the night before a test.

- Have them outline each chapter before a test. That’s a great way to review the material they’ve studied as a whole.
- Help your students make an organized list of the things that were important enough to go over in your tutoring sessions. Eventually, this will help them prioritize their studying and organize their thoughts on their own.

If your student mentions that a disability is hindering them from being able to study effectively, encourage them to make an appointment to see the Student Access Coordinator in the Student Services building. There are many services available to help students succeed, including note takers, readers, alternative testing and consultations and collaborations with instructors.

## **Reviewing Your Student’s Tests**

It can be very helpful to your student to review recent tests they have taken. You can help your student to understand what questions they missed and why they missed them. If you go over their tests with them, make sure that you have a positive attitude and point out the things they did good on, as well as helping them understand how they can improve on the next test.

- Have them correct the questions they missed. Explain to them that this is information that they need to know, and that it may appear on a later test or the final.
- See if the questions came from the textbook or the lecture. Concentrate more on that source for the next test.
- Analyze the type of problems the student missed so that they can review strategies for studying those types of questions.
- Ask your student how they studied for the exam and help them look for better ways of doing so.

## **Group Tutoring**

Occasionally, if there are many students looking for tutoring in one area, we may decide to assign them to a group tutoring session. If you are in charge of a group, follow the same tips outlined in “The First Session” section. Have a copy of the Tutoring Expectations/Agreement form for each student in the group to sign.

### **Advantages of group tutoring:**

- More students can be helped
- Students learn from each other as well as from you. They’ll understand different aspects of a topic and be able to offer different ideas and points of view

- They may form their own study groups outside of tutoring, which will also enhance their education

### **Tips for Successful Group Tutoring:**

The following are some basic group tutoring guidelines to enhance your students' learning. Tutoring a group session will require conscious leadership on your part.

- Make sure to work with all the students in the group, and also assist them in working with each other. Encourage them to talk to each other and to support each other.
- Respect all questions and responses.
- Don't allow individuals to dominate discussions. Make sure everyone is involved, and draw non-participants into the discussion or activity.
- Sit or stand where everyone can see and hear you.
- Don't interrupt your students' answers. To check for understanding, ask another student to describe the same concept in his or her own words.
- Keep the session on topic and moving at a pace that is comfortable for everyone.
- Maintain a productive session by preventing irrelevant talk, repetition, arguing or gossip.
- Provide closure at the end of a session. Ask the students what they learned, what they still need clarification on and what they would like to go over in the next session.

### **Active Learning: Directing Questions Back to the Group:**

Often during a group session, a student will ask you or another student a direct question. If you answer the question, the tutoring session runs the risk of becoming nothing more than you answering questions and passive re-lecturing of the material. It is critical, therefore, that questions be redirected back to the group to be answered. This is more difficult than it sounds because it is counter intuitive not to answer a question to which you know the answer. Following are some ways to redirect the question back to the students.

- Does anyone know the answer to that question?
- Can anyone help answer that question?
- Let's look it up in the book.
- What do YOU think about that?
- Can you summarize the discussion up to this point?
- If that is true, then what would happen if ...?
- How would you say that in a different way?
- Can you be more specific?
- In what way?
- What do we need to know in order to solve that problem?
- What do we need to do next?
- Would any of you like to add something to this answer?

**What to do when a student will not talk:** He could be bored, timid, or insecure. Get him interested by asking his opinion. Get someone else to answer the question, and then ask the quiet student what he thinks of the view expressed. Stand or sit next to him so that he can feel as if he is talking just to you, and not the whole group. Compliment him when he does speak out. If he lacks the ability to put thoughts into proper words, say "Let me repeat that" and then put it into better words.

**What to do when a student is TOO talkative:** Slow him down with some difficult questions, but don't make him embarrassed or be sarcastic. Interrupt with: "That's an interesting point, let's see what the group thinks of it." Use him for summarizing points. If he is starting side conversations, whether they are related to the subject or not, call him out by name and ask him a question or restate the last opinion made and ask his opinion of it.

## Other Available Resources

Clatsop Community College is a "student-centric" campus. We offer many resources to students to help them learn, graduate, and succeed. Urge your student to use these resources if you think it could help them.

**Instructors and Advisors:** Some students are intimidated by their instructors (and advisors) and find it difficult to get to know them or talk to them in or out of class. Talk about your experiences with a faculty member or go with your student to visit an instructor. They need to know that faculty members are here to help them.

**Student Access Services:** If your student mentions that a disability is hindering them from being able to study effectively, encourage them to make an appointment to see the Student Access Services Coordinator in the Student Services building. There are many services available to help students succeed, including note takers, readers, alternative testing and consultations and collaborations with instructors.

**Math Assistance Center:** At the Math Assistance Center (MAC) in Towler 211, qualified tutors can assist your student with any level of mathematics. There are textbooks and solution guides available, as well as a bank of computers where students in MTH 60, 70, or 95 can work on ALEKS. To use the MAC, your student just needs to sign up for a non-credit, no-cost class. They can sign up at any point during the term. The hours are weekdays from 10 am – 2 pm.

**Writing Center:** The Writing Center is located in the Learning Commons of the Library (Upper Level). Instructor Bernie Wood or Writing Tutors, Kate Deeks and I will provide assistance with all the stages of writing a paper, as well as help with grammar and the mechanics of writing. Your student may sign up for ongoing tutoring or drop-in for help. The hours are Mon-Thurs, 9 am–7 pm and Fridays, 9 am–5 pm .