

Camp Verde Adult Reading Program

TUTOR GUIDELINES

Help Our Students Succeed



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By Helping Them Learn

Camp Verde Adult Reading Program Tutor Guidelines

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Introduction

Welcome to the Camp Verde Adult Reading Program team!

As a tutor, you are part of a team of dedicated professionals. Your role as a tutor is important to the success of our students and CVARP as a resource to the community. We appreciate your willingness to share your strengths with others in this way. Regardless of your particular subject areas, you are facilitating success in learning and in life.

This handbook is designed to outline the basic processes of the Camp Verde Adult Reading Program tutoring program. As such, it is a guide for beginning teachers and tutors and a handy reference for experienced teachers and tutors.

One "right way" in tutoring does not exist. Tutoring can be both a challenging and deeply rewarding experience. Please always feel free to ask questions, offer ideas and suggestions, share your challenges and success and have some fun along the way!

Happy tutoring!

CVARP MISSION and VISION

The mission of the Camp Verde Adult Reading Program (CVARP) is to offer adults in Camp Verde and adjacent Verde Valley communities the opportunity to achieve personal goals through improved basic reading, writing, math, technological and life skills.

VISION

Everyone age 16 or older not enrolled in school who lives in the Verde Valley will have access to high-quality, free adult education. Through continuing adult education, they will improve their chances for meaningful employment, be able to help their children and grandchildren with schoolwork and understanding the world, develop critical thinking skills, and ultimately live better lives.

VALUES

- We value education for the sake of personal and community enrichment.
- We value reading, both for education and for recreation.
- We value critical thinking skills developed through reading and education.
- We value the freedom to read and learn.
- We value democracy and believe that an educated person is a person who votes wisely.
- We value our children and grandchildren and believe that the more they read, the better their lives will become.
- We value all members of our community and believe that education helps them to become better citizens.

The Learning Centers in the library contribute to our mission by offering a variety of learning support services and resources in Camp Verde.

These mission statements provide the foundation for everything we do at the CVARP Center. Please remember that what you do -or fail to do- as a tutor in the CVARP Center affects the quality of people's education and their lives. You make a difference!

Tutor Purpose and Responsibilities

Purpose

The tutoring program is the heart of CVARP. Tutoring can be an invaluable resource for any student. Your efforts as a tutor help Camp Verde Adult Reading Program help students to learn, to stay in the program, to reach their goals, and grow as individuals.

Goals

Here are some general tutoring goals to remember:

- to increase students' general understanding of and confidence with a specific subject
- to serve as a coach for those who are academically strong but have forgotten some skills
- to provide direction and support for academically disadvantaged students, i.e., the development of positive study habits, testing skills, positive attitudes and increased confidence toward learning

Guidelines

- As you work with students, remember:
- Our primary focus is on the students and their learning needs.
- Your goal as tutor is to help students be successful learners.
- There is no one method or technique that works best, but there are suggested strategies. Please learn and practice good tutoring strategies.
- All students can learn, but all students do not achieve at the same level or learn in the same way.
- Tutors are facilitators to the students. Know your own limits; ask for help when you need it.
- We are an educational service.
- You are a role model. Be professional. Present a positive image of CVARP and its staff, which includes YOU!

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Responsibilities

You provide both direct and indirect support in your role as a Learning Center tutor. You provide direct academic assistance to students, help supervise the CVARP Center, and maintain general CVARP Center operations.

Expectations

- Fill out your Volunteer Time Sheet each day that you volunteer.
- Remind students to sign the Student Attendance Sheet.
- Maintain a professional attitude. Be on time. Be positive. Be attentive.
- Immediately notify the Adult Education Program Director of any CVARP Center concerns or incidents. In an emergency call 911.
- If you are going to be late or absent, notify the CVARP Program Director in advance whenever possible.
- Be familiar with the resources available in the CVARP Center including the laptop computers and educational software.
- Note needed supplies on a message to the Office assistant.
- Attend scheduled staff meetings and training sessions, if at all possible. Make arrangements to get the information that was covered if you cannot.
- **Communicate your successes and challenges. Make suggestions!**

My signature below acknowledges that I have read, understood and agree to the responsibilities as outlined on the previous pages. I have been given an opportunity to ask questions and to have these responsibilities explained to me. I agree to carry out my responsibilities to the best of my abilities.

TUTOR SIGNATURE _____ DATE _____

OUR STUDENTS

CVARP students have widely varying backgrounds and educational experiences. Students who seek your assistance may be academically inexperienced. Some are attending school in this country for the first time, others may be returning to school after a long absence. Still others are experienced successful students who understand fully how to use our resources. Some may be under-prepared or over-anxious. Students must be 16 years and older. They come from many different ethnic backgrounds and many different socio-economic conditions.

Our goal is to help all of our students have a positive and successful learning experience. Build trust and strengthen their self-esteem by treating all students with respect. Your commitment to your job and to each individual student is vital to reaching our goal. Your encouragement and enthusiasm are essential. The rewards are great!

Confidentiality and Commitment

- Confidential information you may hear or see must remain CONFIDENTIAL! This would include student names, test grades or scores, any personal information shared by a student, and computer user names and passwords.
- Gossiping about students is unacceptable.
- Do not criticize the lesson, materials, or teacher. If a student feels that a lesson is too easy, too difficult, or is not meeting his or her needs, ask the student to speak with the Program Director.

General Suggestions for Tutoring

There is no one right way to tutor. You will develop many methods that work for you. Don't be afraid of trying something new or making mistakes.

Model positive attributes:

- Be on time.
- Be enthusiastic about the subject you are tutoring.
- Be flexible.
- Show that you feel good about what you are doing (tutoring).
- Maintain professionalism.

Display empathy and respect for your students:

- Give the student 100% of your attention.
- Inquire about their concerns, **but limit personal discussions.**
- Always LISTEN to the student.
- Be positive about the student and the lessons you are tutoring.
- Offer praise and encouragement.
- Offer strategies that you found helpful in solving similar problems from your previous experience.

Establish rapport:

- Be honest and open.
- Maintain appropriate eye contact.
- If you don't know an answer, say so and suggest that you and the student find the answers together.
- Sit *beside* your student, creating a sense of equal status.
- Be aware of each student's need for individual space.
- Be sensitive to cultural differences.

Help students relax and gain self-confidence:

- Express confidence in their ability.
- Encourage them to do their best.
- Be positive. Find something to praise.
- Be patient.

Explain and clarify:

- Don't assume the student knows or understands a concept.
- Start with what the students do know. (**Ask questions!**)
- Build concepts by moving from simple to complex, concrete to abstract, known to unknown.
- Relate materials to the student's background when possible.
- Use examples to illustrate your points.
- Have your student explain how to do a certain problem or assignment.
- Give your student enough time to answer your questions.
- Explain concepts in more than one way.
- Try to show the underlying reason for doing something a certain way.
- Check for understanding. Ask your students to explain what you have said; clarify if necessary.
- The students should be doing **at least** half of the talking!

Understand Learning Styles:

Students who are:

- Visual rely on books, handouts, pictures, or other printed or visual objects.

- Auditory learn better through hearing and listening; use tapes, audio CD's and DVD's.
- Kinesthetic learn by movement or writing; let them walk, make gestures.
- Tactile use the sense of touch to learn ideas and concepts; let them do things.
- Using a combination of methods is often helpful, as most people learn from more than one learning style.

Foster Independence:

- Let the students do the work, take notes, search, and explore.
- Don't do students' homework or just give out the answers.
- Encourage students to come up with their own ideas and solutions.
- Encourage students to identify and correct their own mistakes.
- Increase students' self-reliance by encouraging them to use resource materials: dictionary, index, glossary, website, etc.
- Build self-confidence!
- Accentuate the positive: point out what has been done well before discussing what is wrong or omitted.
- Express your confidence in the student's abilities.

Common Mistakes:

Be aware of these potential problems. Monitor yourself for your own success and that of our students. Common mistakes made by tutors include:

- Giving an incorrect response.
- Not recognizing the student's real problem
- Not listening actively
- Doing too much work for the student.
- Giving personal advice.
- Not giving enough respect to the student.

TUTOR TASKS AND OTHER RESPONSIBILITIES

Safety: If you have any doubts about the coherence or ability of a student to function once they get out the door, check with the Program Director or with a teacher if the Program Director is not available. Let them call 911, if possible. We want to prevent any possible situations of harm. For this reason, at least one other staff person must be in the library with you at all times. If for any reason you need to call 911, let the other person in the library or CVARP office with you know as soon as possible.

Circulate: Walk around and be visible.

- Do not interrupt a test. If the student is not testing, ask questions ("What are you working on now? Do you understand that? Is there anything I can help with? Do you have everything you need? Is there anything I can get you that might help?") Be available. Make sure the student knows you are there and willing to help.
- Be aware of non-verbal messages from students that might show a need for help (puzzled looks,

scratching their heads, drumming fingers on the table, raised eyebrows, anxious glances, staring into space, etc.)

Maintain an academic atmosphere: The CVARP Center should be reasonably quiet. Please keep your voice low; you may need to remind others to do the same.

Monitor computers: Students may need help with login to use the computer.

- The Office Manager or a teacher may be able to verify a student's username or password.
- Regularly check to see that people have turned off the computers and plugged them into the proper charger after use.
- As you circulate, check to see that the computers are being used properly. If you notice a student using an inappropriate website, remind the student that such use is not permitted. The library has controls over the internet sites but CVARP student use of internet and our computers is strictly for educational purposes. If the student does not comply immediately; tell the teacher or Program Director.
- Only drinks with lids may be around the computers.
- If you have problems with a computer or printer that you can't fix, first check with the Office Manager or a teacher.

Printers: Tutors, other volunteers, and students may use the printers to print learning materials, with approval from the Program Director.

- Print one copy of document only. Any personal or extra copies should be made at the copier for the **fee of ten cents per page**. Our supplies budget is limited, so please do not waste paper or ink. Print in black printers rather than color whenever possible.
- Monitor paper in printer.
- Add paper when it gets low or runs out. If ink runs out, ask the Office Manager to put in a new cartridge.

Keep the Learning Center clean and organized: This is everyone's responsibility. Help keep chairs pushed in, paper scraps picked up, etc. Remember that your responsibilities include helping maintain the Learning Center.

Supplies: If you notice that we are low on any supplies, please leave a message for the Office Manager. Note exactly what supplies are needed.

What if the Center is not busy with students? Please try out the software programs (TABE Academy, GED Academy, Kahn Academy etc.) so that you can better assist students with their use. We also want you to contribute your ideas and suggestions for improving the Centers. Write an e-mail to the Program Director with your suggestions or with success stories about students you have tutored and techniques you used that worked well.

We want you to use all of your skills and abilities. If you don't have any "customers," please check with the supervising teacher or the Program Director. There are MANY other volunteer tasks to be done!

