

EASTERN ALLIANCE IN SCIENCE, TECHNOLOGY,
ENGINEERING, AND MATHEMATICS

PEER TUTORING TUTOR TRAINING

TUTOR'S WORKBOOK



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Acknowledgements

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Why the peer tutoring program is important

We all have areas in which we do very well and others areas in which we struggle. You will be tutoring students who can benefit from extra help in math, science, or technology. There are several reasons why this can work so well:

- ❖ Working with another student can be fun. It can be motivating for both you and your learning partner and can help both of you learn better;
- ❖ As a tutor you can learn how to be patient and understanding and how to solve problems;
- ❖ Tutoring sessions provide practice and opportunities for the improvement of social skills;
- ❖ Being a tutor is important: You are a role model helping fellow students, and you can feel good about that; and
- ❖ Students may hear things better from other students as they “speak the same language.”

What are your worries?

Training Activity: Qualities of Favorite Teachers

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
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- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Expectations for Tutors: What am I agreeing to?

- ✓ I will be on time for all tutoring sessions;
- ✓ I will pick up and drop off my learning partner without disturbing the rest of the class. I will make sure the teacher knows my learning partner is leaving the class with me. Before we leave, I will check that my learning partner is bringing all the needed materials;
- ✓ I will conduct myself quietly in the halls and in the tutoring session;
- ✓ I will be respectful of my learning partner. I understand this includes keeping my work with him/her private. I will not talk with my friends about it; and
- ✓ I will get help from the supervising teacher when I need it.

Remember... you are a role model!

I understand, however, that I am not expected to:

- ✗ Do my learning partner's work for him/her;
- ✗ Guarantee that my learning partner will make progress;
- ✗ Work with my learning partner if he/she is unwilling to work;
- ✗ Be available to my learning partner outside of the scheduled tutoring times;
- ✗ Be my learning partner's friend; or
- ✗ Teach lessons that are unclear to me.

Training Activity: Peer Tutoring & Appropriate Behaviors

Peer tutors are trusted to:

- ❖ Walk around the building on your own;
- ❖ Show good behaviors everywhere you go; and
- ❖ Know how to get help from an adult when necessary.

Appropriate hallway behaviors

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Appropriate behaviors for picking up & dropping off learning partners at the classroom

When picking up students for tutoring:

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

How to handle misbehavior by your learning partner

If your learning partner misbehaves:

❖ _____

❖ _____

If your learning partner *still* misbehaves after several reminders:

❖ _____

❖ _____

How to be a Good Tutor

Some common mistakes we all can make:

- ❖ Monopolizing or “hogging” all the time;
- ❖ Doing the work **for** your learning partner;
- ❖ Being judgmental or overly critical -- for example;
 - Shaking your head “no” as your learning partner works on a problem;
 - Scowling if you do not like the answer or response that your learning partner gives to a question or problem;
 - Being harsh when correcting a mistake that your learning partner has made, for example, by saying “No! That’s not how you do it!”
 - Being impatient and interrupting your learner partner while he/she is doing his/her best to work through a problem; or
 - Acting or looking bored, or being inattentive.
- ❖ Going off-track (for example, talking about the movie you saw last night). Part of your job as a peer tutor is to keep the tutoring session on track.

Let your learning partner know how he/she is doing:

- ❖ Give him/her feedback. Giving feedback is most effective if you are specific, straightforward, and “neutral.” In other words, a mistake is a mistake, neither good nor bad.

Example: “You did steps 1 and 2 perfectly. There is a mistake in step 3. Try it again.”
- ❖ Use praise: Everyone likes to hear when he or she is doing something right. “Be real,” though. Don’t praise work that really isn’t good. Praise that is earned will help motivate your learning partner.

Training Activity: How to Give Compliments to Your Learning Partner

When correctly used, compliments can motivate people to do their best.

What is a compliment?

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Peer Tutoring: How Would You Give a Compliment to This Student?

Directions: Read this story about what might happen one day when you are tutoring your learning partner. Then answer the questions at the bottom of the page.

You pick up your learning partner and walk upstairs to the library, where your tutoring always takes place.

Your learning partner goes quietly through the hallway with you, as she/he usually does.

When you get to the library, you have to wait for two minutes until the class already in the room leaves. Your learning partner and you talk quietly by the door until the class goes out.

As you begin working on math problems with your learning partner, you suddenly realize that he/she has a new pair of sneakers. They look really cool!

The math assignment that your learning partner is working on has a couple of tough problems. But your learning partner still tries pretty hard to solve them, even when she/he isn't sure. She/He seems really willing to try her/his best.

At the end of tutoring, you are ready to take your learning partner back to her/his classroom. As you are about to leave the library, your learning partner notices that you forgot your pencil, which is still on the table. She/he tells you. You take the student back to her/his classroom where you drop her/him off. She/he waves goodbye.

Write down 3 ways that you would give a compliment to this student. Try to write them just as you would say them:

1. _____

2. _____

3. _____

REMEMBER:

Try to give compliments to your learning partner *at least 5 times during each tutoring session!*

Tutoring Techniques

- ❖ When starting something new, explain and demonstrate how to do it, guide your learning partner in doing it, then let him/her do it (Guided practice);
- ❖ Use or create a learning game;
- ❖ Use flash cards;
- ❖ Draw pictures or use images to help explain things to your learning partner;
- ❖ Use “quizzes” to help your learning partner practice what she or he has been learning;
- ❖ Have your learning partner write down keywords or key concepts and an explanation of them, as a way of reviewing what has been learned;
- ❖ Use analogies, comparing what your learning partner is working on with something similar that he/she already knows;
- ❖ Help your learning partner to create mnemonics – tricks to help him/her remember things;
- ❖ Reverse roles – ask your learning partner to teach you something that he or she has worked on;
- ❖ Ask your learning partner to think out loud as she/he solves a problem, helping to point out misunderstandings she/he may have (“Tell me how you thought that through”);
- ❖ Explain the problem several different ways. What your learning partner does not understand the first time may “click” when you reword it (see next page);
- ❖ Where appropriate, break the task down into steps. Make sure your learning partner understands each step before you move to the next one (see training activity, page 15); and
- ❖ Use Wait Time (see training activity, page 14). When you ask a question, allow at least 10 seconds for your learning partner to answer (count in your head if necessary). Sometimes this gives your learning partner a chance to figure it out. Providing a little quiet time for thinking is often a productive strategy.

Don't give up if your learning partner doesn't understand the first time

Try asking the question a different way, for example:

- ❖ **Ask him/her to name it** – “What do you call...”
- ❖ **Ask him/her to define it** – “What’s the definition of...”
- ❖ **Ask him/her to explain it** – “How do you explain...”
- ❖ **Ask him/her to link it** – “How does that idea link to...”
- ❖ **Ask him/her to critique it** – “What’s your opinion of...”
- ❖ **Ask him/her to relate it** – “What’s the relevance of... to your life”

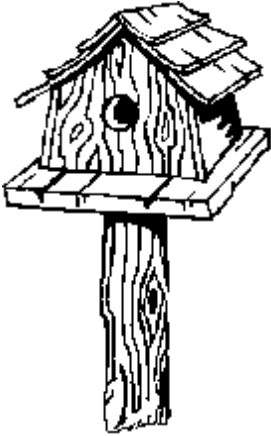
Training Activity: Wait Time

1.
 - a. What mineral is this?
 - b. Describe its properties to me.
2.
 - a. Multiply these two fractions.
 - b. Do you remember the first step we discussed?
3.
 - a. Describe a solar eclipse.
 - b. What bodies make up the solar eclipse?
4.
 - a. What is the square root of 1296?
 - b. Can you tell me what a square root is?
5.
 - a. Explain why volcanoes erupt.
 - b. What is the core of the earth like?
6.
 - a. How many meters are there in 12 kilometers?
 - b. How many meters are there in 1 kilometer?

Training Activities: Breaking into Steps

Activity 1

Let's plan how to build this birdhouse. What are the steps to accomplishing this?



Activity 2

$$2856 \div .36 = ?$$

Activity 3

$$3286 - 938 = ?$$

Activity 4

What causes air currents?

How I can prepare for my first tutoring session

Days/week before the first session:

Day before session:

Day of session:

Other ideas:

Peer Tutor Contract

I, _____, agree to be a tutor
(student name)

for the _____ tutoring program.
(name of school)

I understand that I will be paired with another student for the purpose of helping him/her with _____ work.
(science/math/technology)

I agree to the following:

- ✓ I will use the lessons/materials the supervising teacher provides.
- ✓ I will be on time for my scheduled tutoring sessions. If I have to miss a session for any reason, I will let the supervising teacher and my learning partner know as soon as possible. I will work with them to reschedule the session.
- ✓ I will treat my learning partner with respect and will keep the tutoring work confidential.

I understand that I will receive or have available:

- ✓ Training on being a tutor
- ✓ Tutors' meetings to share ideas and discuss problems
- ✓ Regular access to the teacher involved and the coordinator

_____ /_____/_____
(Tutor's Signature) (Date)

_____ /_____/_____
(Coordinator's or Supervising Teacher's Signature) (Date)