



LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE, CUNY

LUTE Tutoring Manual

April 2016

Introduction

The overarching objective of this manual is to help you to be an effective tutor. Since many candidates who are taking a course with a tutoring component have little to no experience designing or implementing instruction, this “how-to” guide presents some basics. It is, however, not intended to replace texts, classroom discussion, or sound advice provided by college/university instructors or practitioners.

Tutoring will give you an opportunity to begin your journey toward becoming a culturally responsive educator. Culturally responsive teachers start with the individual student in mind, even when they are planning for an entire class. Through this experience, we hope that you gain skills and dispositions that build your confidence, enhance your understanding of the nature and needs of children and/or adolescents, and encourage you to see each student as unique and important.

Specifically, you will gather data from systematic observation, informal assessment, and interviews and use this data to shape your tutoring sessions. You will be able to make linkages between educational theory and research and the way your tutee functions in the classroom and with you. Most importantly, as you find ways to address unique learning needs, you will be gratified by the progress that your tutee makes.

Tutoring is a marvelous way to get to know students. As you forge a relationship with your tutee, you will be surprised at how much of a difference you can make in the life of an individual. Since your tutee is likely to look forward to the time that you spend together, it is essential that you see tutoring as a priority. Hopefully you will quickly realize that the hours that you spend with your tutee are not just a way to satisfy a field requirement; instead, these hours should deepen your understanding of your own motivations and talents and reinforce your desire to become a teacher. Therefore, not only are you learning about students. You are also learning about yourself.

Culturally Responsive Tutoring

All schools and teachers should be committed to the premise that all children can be successful. With that tenet in mind, culturally responsive educators look for capabilities rather than deficits in their students.

What is a deficit model of instruction? Whenever you hear statements like

- “That student can’t...”
- “He is very low...”
- “That child’s parents don’t care about school...”
- “You can’t expect much from her...”

You are witnessing the deficit model at work!

Culturally responsive pedagogy provides an alternative to the deficit model. Creative and capable teachers search for the keys to unlock potential in each and every learner. How can you be a culturally responsive tutor?

First, remember to send the message (in words and actions) that you believe that your tutee can and will learn what he or she needs to in order to earn good grades. Look for indicators of success. Praise your tutee for moving in the right direction and encourage continued growth by expecting persistence, hard work, and a positive attitude.

Secondly, try to link what your tutee needs to learn with background knowledge and prior experiences. What has your tutee already learned that applies to the content of a tutoring session? Can a particular mathematics, science, social studies or language arts concept be applied to “real world” examples? For English Language Learners, can you ask for the equivalent for an English vocabulary word in their home language?

Third, encourage active participation. Do not allow a tutee to sit back and watch you solve problems or complete a homework assignment. You empower students by making them recognize that they write their own success stories.

Fourth, incorporate a variety of strategies into your tutoring sessions. You want to consider visual as well as verbal teaching methods and use concrete, hands-on techniques whenever it is appropriate to do so. Are there games, puzzles, websites, or software programs that add interest to tutoring session and open up new avenues for learning?

Finally, you need to be aware, and make your tutee aware, of the “culture of power” (codes and rules associated with school success). Be explicit about how to “play by school rules” without sending negative messages about codes and rules that a student brings from home. Some of these unwritten rules are:

- Ask questions when you do not understand something.
- Effort counts. Show that you are trying.
- Successful students are organized. Come prepared to class and tutoring sessions.
- Successful students take charge of their own learning. Come to tutoring sessions with an agenda (e.g., confusing homework questions, material to study for a test, class notes with difficult concepts).

Getting to Know Your Student

The first item on your tutoring agenda is to get to know the student that you have been assigned. While it seems easy to strike up a conversation when there are only two of you, this can be harder than you might imagine. There are a number of “ice-breaker” activities that can help you to begin the conversation. One relatively easy way to start getting to know one another is to ask some basic autobiographical questions and share some of your own autobiography as well. You can find a sample autobiographical survey in Appendix B. Another approach is to use a study skills inventory. Again, you can find a sample inventory in Appendix B.

Don't limit these activities to the first session. You can intersperse content tutoring with "getting to know you" activities across all of your sessions. This will allow your tutee to feel successful and important even when the content covered in a session is extremely challenging.

Session Planning

Helpful Hint #1: Get Some Baseline Information on Your Tutee

In order to get off to a good start, it is useful to gather baseline data on your tutee's present level of performance. Guidance counselors and teachers are wonderful resources and can share how your tutee is doing in various classes. The most recent classroom assessments give a good picture of skills or concepts that are missing and need to be re-taught. However, it is often difficult to get an opportunity to sit down with a teacher or counselor because they have busy schedules and must first meet the needs of the youngsters in the school. What can you do to figure out where to begin if you don't have the opportunity to conference with your tutee's teacher or counselor? You can design some informal measures that will give you a sense of your tutee's strengths and weaknesses. Two types of informal assessment are: 1) work sample analysis (See Appendix B for a generic work sample analysis chart); and 2) an oral reading inventory based on a content area textbook or any other reading material (See Appendix B for a sample inventory). Sometimes, it is sufficient to ask your tutee to tell you what he or she needs to work on in order to be successful in a particular subject.

Helpful Hint #2: Integrate Reading and Study Skills While You Teach Content

Often students in grades 4-12 have trouble with mathematics, science, social studies or other subjects because of weak literacy or study skills. In order to complete assignments, students need to be able to read and comprehend directions and content textbooks. In addition, they need to be comfortable with subject-specific vocabulary. Often they will be asked to write out explanations for their answers. Last but not least, they need to know how and what to study so that they do well on tests.

Helpful Hint #3: There are good web sites with activities, lessons, worksheets, visuals, articles and video clips

Appendix A has some suggestions that will get you started. You may add others as you do your own web searching.

Helpful Hint #4: Write Detailed Plans and Make Sure to Reflect After Each Session

Appendix B has a planning form that encourages tutors to plan out various aspects of each session and then to reflect on each component after the session is completed. While plans may change based on a tutee's needs, it is still important to come prepared. If you don't get to use a particular plan during one session, it can be used in another one.

Always make sure that you come with material; don't assume that your tutee will always come with work to do. In other words have a back-up lesson ("what to do when there is nothing to do"), which you can pull out and use at any point during the tutoring.

Principles of Effective Teaching

There are four principles to keep in mind no matter what you are trying to cover in a tutoring session.

Principle #1: Model what a student is expected to do

Do a sample problem or demonstrate a strategy for your tutee. Make sure to talk as you are working through the steps.

Principle #2: Have your tutee walk you through a problem or assignment

Don't assume that all someone needs is an explanation. Have your tutee pretend to be the tutor and "teach" you a strategy or procedure.

Principle #3: Constantly ask why

Make sure that your tutee can articulate the reason behind a particular procedure or strategy.

Principle #4: Give sufficient wait time

Don't jump in too quickly. Get your tutee to solve problems, apply strategies, or create answers on his/her own.

Assessment

Good teaching involves assessing (not necessarily testing) students. We need to know:

- What students already know about a subject
- What skills or concepts need to be taught
- Whether or not our instruction is having an impact
- What kind of progress a learner is making

In order to tie assessment into instruction, we have provided some tools for your consideration:

1. What Are Graphic Organizers?

You can call them graphic organizers, pictorial organizers, webs, maps, concept maps, or whatever other names you wish to give them...but graphic organizers are basically visual ways to represent information. You can create maps that arrange information:

- according to main ideas, subtopics, and details
- in sequence
- to show the relationships between the different parts
- according to the similarities and differences between two or more concepts
- by its components, as in the elements of a story
- ...and lots of other ways

You will find some free examples that you can download at:

<http://www.studenthandouts.com/graphic-organizers/>

2. What Is K-W-L?

K-W-L is a 3-column chart that helps capture three important stages in the learning process:

- **K** stands for **Know (Thinking about Prior Knowledge)**
What do I already know about this topic?
- **W** stands for **Will or Want (Establishing Learning Objectives)**
What do I think I will learn about this topic?
What do I want to know about this topic?
- **L** stands for **Learned (Self-Assessment of Learning Outcomes)**
What have I learned about this topic?

How Does It Work?

1. On the chalkboard, on an overhead, on a handout, or on a sheet of paper, three columns should be drawn.
2. Label Column 1 **K**, Column 2 **W**, Column 3 **L**.

3. Before reading, have your tutee fill in the Know column with everything s(he) already knows about the topic. This helps generate background knowledge.
4. Then have your tutee predict what s(he) might learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set a purpose for reading and focuses attention on key ideas.
5. Have your tutee put in the middle column what s(he) wants to learn about the topic.
6. After reading, fill in new knowledge gained from reading the content. Clear up misconceptions about the topic that might have shown up in the Know column before actually reading anything. This is the stage of metacognition: did s(he) get it or not?

3. What Is a 3 - 2 - 1?

The idea is to give your tutee a chance to summarize some key ideas, rethink them in order to focus on those that s(he) is most intrigued by, and then pose a question that can reveal where there are still uncertainties.

How Does It Work?

Students fill out a 3-2-1 chart with something like this:

3 Things You Found Out
2 Interesting Things
1 Question You Still Have

Now, that's just the suggested version. Depending upon what you're teaching, you can modify the 3-2-1 anyway you want.

4. Revising and Reflection: Encourage Self-Assessment

Help your tutee to think about: a) what s(he) learned from a major project: and b) how the final product could be improved. Two worksheets from *Fires in the Bathroom: Advice for Teachers from High School Students*, authored by Kathleen Cushman and her high school students and published by The New Press in 2003, are included in Appendix B.

Appendix A

Web Resources

Multiple Content Areas

Public Television Service Teacher Resource Site

<http://www.pbs.org/teachersource/>

Literacy and Study Skills

Content Area Literacy Strategies (Intermediate, Middle, High School)

http://score.rims.k12.ca.us/score_lessons/content_area_literacy/

The Learning Toolbox (Middle and High School Learning Strategies for adolescents with learning difficulties)

<http://coe.jmu.edu/learningtoolbox/index.html>

Greece, New York School District: Reading, Writing, and Thinking Tools (Middle and High School graphic organizers)

<http://web001.greece.k12.ny.us/academics.cfm?subpage=478>

Mathematics

Dr. Math (Elementary, Middle, High School)

<http://mathforum.org/dr.math/index.html>

Jefferson Lab. *Speedmath deluxe* (basic math facts; students must create equations; emphasis is on speed; game format, must have access to web during tutoring)

<http://education.jlab.org/smdeluxe/index.html>

Science

PBS Nova (This site links to many other scientific sites and is an extremely useful resource for information on current scientists and research)

<http://www.pbs.org/wgbh/nova>

Biology lessons that include virtual labs and webquests

<http://www.biologycorner.com/>

Multimedia primer on the basics of genetics and heredity

<http://vector.cshl.org/dnaftb/>

Gene homepage is “dedicated to rescuing teachers and other students from terminal boredom by helping them do real science with modern research organisms.”

<http://www.phys.ksu.edu:80/gene/>

Chemistry 4 Kids (but it is not just for kids!)

<http://www.chem4kids.com/>

National Geographic (This site is a very helpful resource for locating information on current scientific work; it also contains information on earlier scientists)

<http://www.nationalgeographic.com>

This site has physics demonstrations, descriptions, discussions of the physics, and hazards to avoid. Topics included: light, magnetism, electricity, sound, heat, and motion

<http://sprott.physics.wisc.edu/demobook/intro.htm>

Social Studies

History Matters Site

<http://historymatters.gmu.edu/browse/makesense/>

National Council for Social Studies Teacher Resources

<http://www.socialstudies.org/resources/>

ReadQuest (a host of strategies for helping students with social studies content)

<http://www.readingquest.org/>

Teaching with Documents (Elementary and Secondary)

<http://www.edteck.com/dbq/>

Appendix B

Autobiographical Interview and Interest Inventory

Directions: Ask your tutee the following questions and record his/her answers on this form.

Can you tell me about yourself and your family?

Tell me about your school. What is your favorite subject? Who is your favorite teacher?

What shows do you like to watch on TV?

Do you have some movies that you would recommend that I see?

Do you have any hobbies?

Do you have any pets?

Do you play any sports?

Study Skills Survey

Name _____

Indicate how often you use the following learning/study skills:

	Never (0%)	Sometimes (25-75%)	Always (100%)	Cannot Say ?
Keep a "to do" list of homework assignments in my notebook or in a separate assignment book				
Have a set time and place to study each day.				
Ask my teacher questions about material that is hard or confusing.				
Survey the textbook chapter before I start to read the homework assignment.				
Read my assignment with a particular purpose in mind.				
Take notes during class.				
Study with friends before a test.				
Try to make up sample test questions when studying.				
Use flash cards or some other review technique to learn vocabulary or facts.				
Work through practice problems to study for math tests.				
Read directions and questions before starting a test.				
Check answers or proofread before handing in a test.				
Use some type of prewriting (outline, web, jot notes, etc.) before I actually write an essay.				
Revise and edit before handing in a piece of writing.				

Reading Strategies Survey

For Tutee: Check the box that corresponds to how often you use the particular skills listed below:

	<u>Never</u> (0%)	<u>Sometimes</u> (25-75%)	<u>Always</u> (100%)	<u>Cannot Say</u> ?
<u>Word Strategies</u> When I come across a difficult word in my reading, I				
▪ think about what makes sense in the sentence.				
▪ reread the sentences before the difficult word.				
▪ read beyond the difficult word.				
▪ use pictures, graphs or other visuals to figure out the word.				
▪ look up the word in a dictionary				
<u>Comprehension Strategies</u> I help myself understand when I am reading by				
▪ thinking about what I already know about the topic.				
▪ making predictions and reading to find out if they are correct.				
▪ rereading hard parts that I didn't understand				
▪ trying to picture what is going on in my head				
▪ putting the ideas in the reading into my own words				

Work Sample

Directions: Ask the student for some recent work (a content area test, notes taken in class, an essay, a math homework sheet, a spelling test, a lab report, etc.)

Analyze the work sample using the rubric below. You could scan the work sample into a file and use it as part of your media documentation. If scanning will not work, make a copy of the sample to include in your portfolio. Date the sample.

Descriptors	strong point	weak point	comments
followed directions			
did a thorough job			
organized the material			
avoided careless errors			
met the learning goals for this activity			
presented work neatly			

Can you identify strategies that your tutee is using that need to be modified or corrected?

What short-term goal or goals can you establish based on this work sample?

Reading Inventory

Directions

Select a book that seems appropriate for your tutee (your cooperating teacher can help with the selection). Take a passage of at least 250 words. Make a copy of the page or pages.

Before your tutee begins to read the passage, provide an introduction by talking about the book or looking over the pictures. After a few minutes of pre-reading, ask your tutee to read the passage aloud to you. Mark your copy while your tutee reads the original. If your tutee pauses for five seconds on any word, supply the word and underline it on your copy (an omission counts as an error). If the child mispronounces a word, it also counts as an error. Try to write the “miscue” or mispronunciation above the actual word on your copy of the text.

In order to check for understanding, you may want to ask your tutee to summarize (or retell) what he or she has just read. Use the checklist below to record your impressions about the strategies that your tutee is using when reading.

Name of Book _____ Level _____

Date _____

% of Words Read Correctly _____

Retelling: Adequate ___ Inadequate ___

	Uses Strategy Consistently in an Effective Way	Sometimes Uses Strategy in an Effective Way	Uses Strategy Ineffectively
Looks back			
Rereads			
Skips			
Substitutes word			
Asks for help			
Sounds out word			
Uses picture cues			
Uses context			
Uses background information			
Self-corrects miscues (errors)			
Recognizes miscue (errors)			

Self-Assessment Worksheet

(taken from *Fires in the Bathroom: Advice for Teachers from High School Students*)

What do I still need to find out in order to improve this work?

How can I get the information that I need?

What steps do I need to take to revise?

On _____ (supply date), gather information on _____

On _____ (supply date), get help from these people _____

On _____ (supply date), work again on this part: _____

On _____ (supply date), work again on this part: _____

On _____ (supply date), work again on this part: _____

Self-Assessment Worksheet

(taken from *Fires in the Bathroom: Advice for Teachers from High School Students*)

In terms of...	Worked well because...	Could improve by...
How I used my time on this assignment		
How I worked with others on this assignment		
Asking for help when needed		
How I presented what I learned		

Tutoring Log

Session # _____

	Plan	Reflection
Objectives	What are your objectives?	To what extent were your objectives met?
Activities	What activities have you planned?	Were your activities successful?
Materials	What materials will you use?	Did your materials work well?
Assessment & Plans for Next Session	How will you measure student learning?	How will you use assessment data to plan your next session?