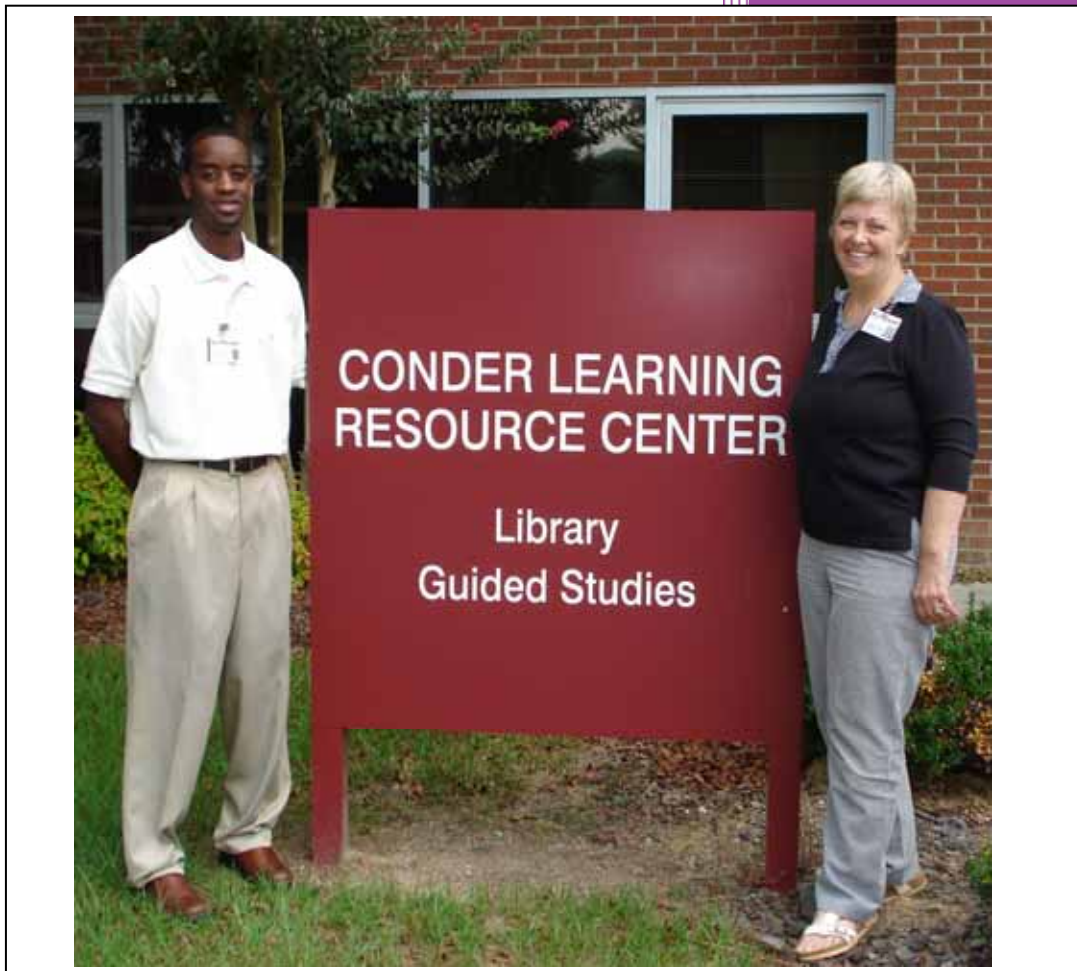


# TUTOR HANDBOOK



*"The art of tutoring, like any other art, is learned in the doing."*

Guided Studies Center  
Lead Coordinator:  
Mrs. La Wanda Goodwin

Evening Coordinator:  
Mr. June Wright

Richmond Community College  
Guided Studies Center  
Hamlet, NC

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# *GUIDED STUDIES CENTER TUTORIAL PROGRAM TUTOR HANDBOOK*

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2009-2010

## **A Message from the Coordinator**

Dear Tutor:

Congratulations on being selected to serve as a tutor for Richmond Community College students. Your distinguished academic experience and expertise in your field provide an opportunity to impart this knowledge to others who seek such excellence for themselves.

Serving as a tutor is a responsibility that should not be taken lightly. Students who seek your help are experiencing difficulty in a course that may be needed as a requirement for their major or for graduation. Or perhaps there has been a history of difficulty in a particular subject, and in anticipation of these difficulties, students seek a tutor to overcome a past poor performance in that subject. In either case, their success may be determined in part by your knowledge, commitment, and professionalism.

Work hard to display empathy for your students; remember what it is like to be on the other side of the tutor-student relationship. Express your pleasure in being their tutor through your enthusiasm for the subject matter. It is important to display honesty, concern, and patience during each tutoring session. By doing so, you will enable the students you work with to relax, to increase their confidence, and to achieve the ultimate goal--- learning.

We require that all tutors learn and abide by the guidelines set forth in this handbook and that student clients are aware of their responsibilities per the tutor contract. To this end, after reading the Tutor Handbook in its entirety, please take a moment to complete the Tutor Contract. This form must be completed and be on file in my office before you begin to receive assignments, or you begin your tutorial assistance.

If you need any assistance, or have any concerns, please feel free to contact a member of the GSC staff at 910-410-1756 or 1757. It is my pleasure to work with you. Have fun!

Sincerely,

La Wanda Goodwin  
Lead Coordinator  
RCC Tutorial Program and Guided Studies Center

Tutoring Coordinators: La Wanda Goodwin, Lead Coordinator (910-410-1756)  
June Wright, Evening Coordinator (910-410-1757)  
All qualified tutors

## **PURPOSE OF THIS HANDBOOK**

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Although it is not a complete training guide, this handbook should be used as a reference of general information for peer tutors throughout their career as a tutor at RCC. All tutors are expected to attend a review session and workshops which cover the material in this book and to follow the guidelines therein.

## **MISSION OF ACADEMIC TUTORING**

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The primary mission of the tutoring program is to assist in the educational advancement of as many students as can be accommodated by our services. In addition, the tutoring program should instill a sense of service in its tutors and encourage independent learning habits in its clients. The tutor/client relationship, then, should be beneficial to both parties.

## **A TUTOR'S ROLE**

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The tutoring program takes successful students at Richmond and matches them with those who are having difficulties. In an ideal world, education is a cooperative enterprise between intelligent people. For example, a carpenter shows a blacksmith how to build a shed, and the blacksmith shows the carpenter how to straighten nails. Both individuals benefit from the relationship. Likewise, the relationship between tutor and client should be based on the foundation of cooperation and respect for both individuals' unique talents and abilities.

A student tutor, then, has special skills to share, and becoming a tutor allows a person to solidify and share knowledge he/she has worked hard to master. Tutoring offers the opportunity to share and to instill the excitement of learning in clients. Thus, it is important for tutors to add excitement to the tutoring sessions.

Moreover, a good tutor will spend the time necessary to really "hear the student's story." Tutoring is not solving the client's problems or supplying quick answers. True tutoring comes from listening to a client's academic problems, allowing the client to identify his/her difficulties, and supporting the client as he/she formulates a personal plan for learning.

Finally, tutors will need to be dedicated. The work involved will exceed the pay. Every tutor will earn minimum wage for each hour of instruction; therefore, it is unwise to become a tutor just to make money. On the plus side, tutorial work is excellent training for the real world. A tutor will learn the skills that drive corporate America. He/she will learn to manage small groups, to communicate effectively to individuals, and to work on long-term projects. Additionally, tutoring is an excellent learning opportunity for those students who wish to become teachers; service to one's college community looks good on a resumé!

### ***Tutor Requirements***

- Instructor recommendation for each subject tutored
- Overall 3.0 GPA
- "A" or "B" grade in subject tutored
- Must have completed one year of college
- Transcript required for verification

## PAPERWORK

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Tutors are expected to maintain accurate and up-to-date records of each tutorial session. Current records will not only make sessions more successful, but they will also insure that tutors are paid accurately for their work. Keeping good records may appear time consuming, but these records will save time and energy in the long run. Beginning in 2008, all tutor records must match the TutorTrac logins.

### *Applying*

All working tutors should have filled out a Tutor Application Form that designates which subject(s) the tutor would like to tutor and is qualified to tutor. The tutor must have either a signature or a GroupWise email addressed to the Guided Studies Center Lead Coordinator from an RCC faculty member endorsing each subject he/she wishes to tutor.

After consulting his/her course and work schedule, the tutor should schedule the hours on the Guided Studies Tutoring Schedule time grid that he/she will be willing to tutor. The tutor coordinator assumes that every hour listed as available (FREE) by the tutor will be unrestricted; therefore, tutors should not list hours that they do not intend to work. However, a tutor's schoolwork always comes first; therefore, adjustments may be made if a problem arises. **Note: Tutors must update available hours each semester! Due to conflicts, the schedule may need to be updated during the semester.**

### *Enrolling*

When a student first enrolls as a tutor, he/she must complete a packet of forms for the Business Office: Employment Screening, Inc. (ESI), Application for Employment, Applicant Data, Employment Agreement, a Personnel/Payroll Information, state tax withholding (NC-4), federal tax withholding (W-4), Employment Eligibility Verification (I-9), Understanding Substance Abuse Policy, and the Guidelines for Tutors form. These forms must be completed if the tutor wishes to be paid at the end of the month. In addition, each tutor will submit a copy of his/her driver's license and social security card or some other appropriate form of identification from the List of Acceptable Documents. An Instructor Recommendation and a copy of the student's college transcript verifying his or her GPA should also be provided.

### *Recording Sessions*

Tutors should keep ongoing paperwork organized so that it may be presented at any time the tutor coordinator wishes a review. Sessions should begin with the tutor greeting the client; both tutor and client **MUST** always sign in to TutorTrac before and after each session. Utilizing the **Tutor's Daily Time Record**, the tutor must enter the date, time (rounded to nearest quarter hour), course number, material studied and the total hours before submitting the sheet to the Lead Coordinator to initial on a daily basis. If the sessions are not initialed by the coordinator within three days of the session date, **the session becomes void**. It is the tutor's responsibility to ensure that all sessions are initialed by a coordinator. Each session must be signed by the client, and all sessions must be sequential; this means that the dates and times have to be in order – no jumping around. Therefore, you should NOT record sessions beforehand - wait until the session starts.

The Tutor's Daily Time Record must be turned in with the payroll USB flash drive. The USB flash drive should be kept in the tutor's folder located in the Lead Coordinator's Office and updated weekly from the Tutor's Daily Time Record; these records stay in the possession of the tutor until the end of the month, at which time the **original** Time Record sheets are attached to a printed copy of the **Time Report for Hourly Paid Employees** (in Excel). The tutors always make a copy for themselves. Paychecks are retroactive the first month and mailed to the student's address.

## *Completing Daily Time Records / USB Flash Drive*

The Tutor's Daily Time Record is a master list of all tutorial instruction time for each month. It must be turned in to the Guided Studies Lead Coordinator on the last day of each month, along with the payroll USB flash drive which serves as a backup of the completed and signed Time Report for Hourly Paid Employees. The time sheet must be complete and signed at the bottom of the page. Remember to click the Audit Button on the time sheet to help catch time entry and rounding errors. Time sheets are turned in to the Business Office at the beginning of each month. Copies of monthly time sheets are kept on file in the Tutoring Center and may be viewed upon request.

Hint: Enter updates weekly, so you won't be "bogged down" with last minute paperwork.

## *Learning the System*

A tutor will be paid for time worked at the end of the next month after he or she turns in a completed payroll form. For example, hours worked in September will produce a check for the tutor on October 31. The check for hours worked will be mailed to the tutor's home address.

## *Tutor Folders*

Tutors may select student applications by choosing from the **Student Applications** box in the Lead Coordinator's office. These applications **MUST** remain in the Lead Coordinator's office. After contact has been made to schedule a student, the tutor temporarily places the student's application in the tutor's personal accordion folder which also remains in the Lead Coordinator's office. If the tutor cannot make contact with the student, the application is to be placed back in the Student Applications box with a note regarding dates and methods of attempts to contact the student.

A tutor's records actually belong to the college and will be returned to the Lead Coordinator when the tutor stops tutoring. This is done by keeping records in the personalized tutor accordion files located in the Lead Coordinator's office. When the tutor finishes working with a specific student, records for that student should be turned in to the coordinator via the tutor folders. When a student moves from one tutor to another tutor, the second tutor may choose to review the client's record. All tutor records are confidential and will not be shared with anybody outside of the tutorial program.

## **ORIENTATION AND TRAINING**

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The choice to become a tutor indicates that the student is interested in both education and communication. In order to foster both the educational goals and the communication skills of each student tutor, one-hour training sessions will be held periodically in an advertised location. These meetings will be used to continue the training of all peer tutors, to provide a forum for tutors to "let off steam" about a difficult client or subject, and to share tutorial strategies for specific problems. Additional training and sharing sessions may be held as they become necessary. Tutors are expected to attend these sessions. The Tutorial Program has developed a media training program. All tutors will check out each of the five (5) videos through TutorTrac and view the DVDs. In addition, the Lead Coordinator is always available for individual tutor conferences.

## **LOCATIONS OF TUTOR/CLIENT SESSIONS**

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Tutoring should occur at a place that is optimum for the learning exchange. Additionally, under no circumstances should another tutor or client interrupt any tutor session, and tutors should advise their clients of this courtesy. All tutoring shall take place in the Guided Studies Center, and before any session begins, both tutor and student must log in to TutorTrac. The Center contains five tutor study rooms: 103, 108, 110, 111, and

112. Additionally, Lab 109 is available for computer tutors, as well as the open lab; room 105 is available in the evenings. Tutoring for nursing students is held in the Grimsley Building and scheduled by the Nursing department. All nursing students MUST login in and out of the TutorTrac system for ALL sessions. The GSC has 40 computers on which the tutors can work with their clients. Occasionally, the GSC tutor study rooms may be full; in such cases, arrangements for another tutor location must be made through the Lead Coordinator.

**IMPORTANT NOTE:** Tutors will not get paid if their timesheets do not match the TutorTrac printouts. It is the tutor's responsibility to walk the client to the TutorTrac login computer before and after each session to ensure that their clients execute the login procedure correctly. The remark, "I forgot," by a client who fails to log in will result in the tutor not getting paid! *If the TutorTrac program is temporarily shut down by an errant client login attempt, both the tutor and the client will have to fill out ALL login information on a sheet of paper and turn it into the lead coordinator's office immediately after the session in order to receive payment for the session.*

Tutoring may occur in areas not listed here; however, tutors must make certain the coordinator has approved the location of the tutoring session. No tutoring outside the GSC is allowed without the approval of the GSC Lead Coordinator. Because of its designation as a recreational area, the Lamm Student Center, located in the Lindsey-Petris Building, is not an acceptable location for tutoring. Therefore, any tutoring conducted in the Lamm Student Center area will be on the tutor's own time, without compensation. Moreover, tutoring in off-campus locations will not be recognized by RCC, and the tutor will receive no pay.

## **NUMBER OF CLIENTS ALLOWED**

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Tutors should use common sense before overloading themselves with students to tutor. Tutors are paid by the hour – not by the student. Each client may have up to 2-3 hours of assistance per week. If a student requests more than 3 hours, the student is to be directed to speak with the Lead Coordinator, who will determine if additional hours are needed. In most cases, the maximum number of clients who are tutored by one individual should be no more than 5. As mentioned earlier, participation in this tutorial program is an excellent way to hone educational skills, but it is an inefficient way to make money. An overworked and unhappy tutor is not an asset to the Richmond Community College tutorial program!

Any individual who you tutor can be tutored for two meetings, only, without providing an Instructor Referral Form. On the third meeting, the student either must submit an **Instructor Referral Form** or be dropped from a tutor's schedule.

It is **your responsibility** to collect referral forms from students and place the form in your folder with the appropriate dates that designate when the student was actually referred by the instructor.

Additionally, it is **your responsibility** to highlight those individuals who have not turned in their Instructor Referral on the Tutor's Daily Time Records form, so the coordinator will know which students do have Instructor Referral Forms and which students do not have Instructor Referral Forms.

Most importantly, to ensure that students are NOT BEING TUTORED DURING THEIR REGULARLY SCHEDULED CLASS TIMES, tutors are to make a copy of the student's class schedule and attach it to the student's Instructor Referral Form.

If you have any questions, please ask Mrs. Goodwin.

## **LENGTH OF TUTOR/CLIENT SESSIONS**

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In most cases, sessions should have a maximum length of 50 minutes in any one subject. Experts in the field of tutoring agree that not much real learning occurs beyond this time limit. It will be the tutor's responsibility to

end the session within this range. Tutoring sessions longer than 60 minutes must have the prior approval of the GSC tutoring coordinator. In addition, a client should not receive individual tutoring assistance for more than 3 hours per week.

Sessions are recorded in quarter-hour increments; therefore, a tutoring session that lasts 15 minutes is recorded as 0.25, a 30 minute session is recorded as 0.50 (30 minutes is  $\frac{1}{2}$  an hour;  $\frac{1}{2} = 0.50$ ), a 45 minute session as 0.75, and 60 minutes is recorded as 1 hour. **No fractions** are used on the Tutor's Daily Time Record.

Hour	Minutes
0.25 hour	15 minutes
0.50 hour	30 minutes
0.75 hour	45 minutes
1.00 hour	60 minutes

When recording time, the tutor should **round** to the nearest quarter-hour increment. If the session lasts 26 minutes, then the tutor should record 30 minutes (0.50). These times are recorded on the Tutor's Daily Time Record and are keyed into the Excel time sheet on the payroll USB flash drive.

## TUTORIAL LAB "NO SHOW" POLICY and RCC STUDENT EMAIL ACCOUNTS

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When a student fails to notify the tutor 24 hours in advance that he/she cannot attend a scheduled tutorial session, and the tutor waits 15 minutes for the student, the tutor is permitted to enter a "No Show" on his/her time sheet. The tutor must then fill out a "No Show" form and submit the form to the Guided Studies Coordinator within 48 hours after the "No Show" has occurred if a tutor wishes to be paid for his/her time. The tutor will be paid for 50% of the agreed tutorial session and will indicate such time on their time sheet.

Methods of correspondence between tutor and client are, preferably, via student email accounts, telephone, and the Tutor/Client Message Board located in Guided Studies. A tutor's first session with their client is to show the student how to set up their own personal RCC student email account. All tutors are to give their email account to their clients for correspondence purposes.

If a client fails to attend a tutor session without notifying the tutor in advance, the tutor should write "NO SHOW" in the "Material Studied" section of the Tutor's Daily Time Record and print the name of the client in the signature column to indicate that the student missed the session. In the case of a "No Show," the tutor will call the client who did not attend his or her tutoring session to determine the reason for the "No Show." If the client misses two scheduled sessions without a good reason and/or without contacting the tutor, then the tutor must turn in all paperwork related to that student to the Lead Coordinator. If the student wishes future tutorial assistance, the student must reapply for tutorial help.

A tutor's time is valuable, and clients must respect the support of the tutor and of the institution. Tutors should make certain that clients have their email and strictly adhere to the "No Show" policy.

The Guided Studies Tutorial Program "No Show" pay policy is designed to compensate tutors who arrive expecting to work, only to find that the student (tutee/client) does not show up for the scheduled session. Of course, if the client does a "No Show" a second time, he/she will be dropped, and the tutor will note the reason on the student's Application for Tutor form so the student's attendance habits will be recorded.

A student may resubmit papers for a tutor another time, but the assignment of a tutor to that student will depend on availability.

## UNDERSTANDING TUTOR/CLIENT ROLES AND RESPONSIBILITIES

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The opportunity to peer tutor can be as exciting and rewarding for the tutor as the client. To help make the experience productive and enjoyable, it is important to understand the roles and responsibilities of the tutor and the client. Tutors should know that they can always consult with the GSC coordinator regarding any tutor responsibility. An ideal tutoring session would include the following components.

### *Building Rapport*

Tutors should begin tutoring sessions by getting to know the client. This is the beginning of a working relationship in which both individuals should enjoy a climate of mutual respect. Some clients may be uncomfortable admitting what they do not know about a subject. A positive, helpful attitude will help put the client at ease and enhance communication. Some helpful "starter" questions could include the following: What subjects do you enjoy? What do you hope to accomplish in college? What are your long-term goals? What outside obligations or pressures are you facing? How, when, and where do you learn best? Information gained from questions such as these may be used to begin a session or to guide future sessions. However, in order to maintain a positive working relationship, tutors should never spend time criticizing an assignment or an instructor. If the tutor has a concern about an instructor or a grade, he/she should first consult with the Lead Coordinator before talking with the instructor.

### *Identifying the Task*

At the beginning of each session, the tutor should try to identify what task, skill, or concept the client needs to master. As a team, the tutor and the client should determine specifically what work will be covered during the session. By helping the students identify the tasks and skills in which they need help, students can begin to self-direct their learning. \*This is important! The whole concept of tutoring is to enable the student to approach problem-solving for themselves.

### *Breaking the Task into Parts*

Once the task is identified, the tutor should consider, with the help of the client, the steps or parts of the task. Both should consider the approach(s) to be used to teach the task and the amount of time involved. For example, a tutor may help a client review an English assignment. In this case, he/she may want to discuss the (1) content of the assignment, move on to (2) paragraph or essay structure next, and then discuss revising for (3) mechanical and grammatical errors. Breaking a large task into smaller components helps focus and direct both the tutor and the client.

### *Identifying the Thought Processes*

When working with a student, tutors should consider what concepts or thought processes are required to complete the task. Then, together with the client, the tutor should begin to brainstorm ways to teach or model these thought processes.

### *Setting an Agenda for the Session*

With the task and the thought processes identified, tutors should loosely outline with the client what information can be covered during the tutoring session. **Moreover, tutor and client should think ahead and allow for what might happen if the task takes longer to complete than one session.**

## *Addressing the Task*

As tutors assist clients, they should try to establish a pattern of explaining important or necessary information, modeling the task with plenty of opportunity for questions (avoiding those with simple “yes” or “no” answers), allowing guided practice with the client explaining the steps or process, and demonstrating mastery through independent practice. Tutors should assist the client instead of doing the work for him/her. Emphasize this statement to your client: “Tutors never do homework.”

If the client is having difficulty understanding the task or concept, tutors should then use a variety of approaches to help the client master the information. Since people have different learning “styles,” it may help to explain a concept in different words or in a different sequence. Visuals or manipulatives may be used when possible. Some students learn best by “doing.” Moreover, the tutoring session should actively involve as many of the client’s senses as possible. Not everyone is an auditory or a visual learner, but combining the modes is more likely to lead to success. Always feel free to consult the GSC Lead Coordinator for additional material needs. If needed, the GSC Lead Coordinator can contact the client’s classroom instructor, who may be able to make suggestions or provide supplemental materials. Tutors are to contact instructors only through the GSC Lead Coordinator.

## *Summarizing Content and Thought Processes*

To help ensure that the client has mastered the task or concept, tutors should ask him/her to summarize the content or thought processes covered during the session. When the client is vague or omits information, tutors should practice active listening and ask for clarification. It is sometimes helpful to ask students to write out the steps of a task. In this way, a tutor can check whether a client understands a procedure.

## *Conforming*

Next, tutors repeat a brief outline of the process or steps of the task, offering sincere praise for the client’s accomplishments. It is better to “over-teach” than to “under-teach,” and reviewing tasks allows closure for both the tutor and the client.

## *Arranging and Planning the Next Session*

The tutor and the client should consider the information covered in the session and the needs of the student to establish a goal (a plan) for the next session. Example: *Can the student now show that he/she has mastered the method for finding the LCD of fractions?*

## *Closing*

Both tutor and the client should leave each session feeling good about the client’s progress. Even if the client is having a difficult time, the tutor should find something positive to say about his/her hard work. If the client is doing well, and the tutor requests some work to be completed before the next tutoring session, he/she should be clear about what is expected and why the work is necessary. This is not homework. Focus on skill building for a specific area. **IMPORTANT: Tutors NEVER do student’s homework for them. I REPEAT: TUTORS DO NOT DO HOMEWORK.** Emphasize this statement to your clients. Tutors do explain course material by helping students to connect ideas, form concepts and explain events, as well as give sample problems, quizzes and essay questions in order for participants to practice course material and prepare for a test.

## FINAL NOTES

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A tutor should not be afraid to say, "I don't know. Let me get back to you on this." Not even the most highly trained experts know all the answers. The tutor should let the client see him note the problem down, then the tutor should seek a solution by referring to an appropriate textbook or library source, "google" or Help button, asking another tutor, or relying on the client's instructor or the tutoring coordinator.

Tutors should never criticize assignments, instructional methodology, grading, course placement or professors. If a student wishes to complain, the tutor should refer him/her promptly to his/her instructor.

Tutors are not advisors. They should not advise a student to drop a class or question placement. Tutors should recommend that the student speak to his/her teacher and/or advisor.

Tutors are employees of the College. As employees, they must strictly adhere to the College's policy on sexual harassment. This policy is attached to the handbook and should be carefully read by all tutors.

Finally, all tutors should, if possible, talk to a client's instructor. Always make an appointment with the instructor, and notify the GSC Lead Instructor of the contact. Early in the tutorial relationship, it is sometimes helpful for tutors to briefly discuss each student's situation with that student's teacher.

**GOOD LUCK IN YOUR TUTORING EXPERIENCE. REMEMBER, THE GUIDED STUDIES TUTORING COORDINATOR, THE TUTORING STAFF AND THE RCC FACULTY ARE ALL WILLING TO HELP YOU IN THIS ENDEAVOR AND TRULY APPRECIATE YOU SHARING YOUR TIME AND YOUR TALENTS!**

## TUTOR CODE OF ETHICS

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### *I WILL:*

- Keep all information about the student to whom I am assigned confidential, including tutor to tutor conversations.
- Be on time for tutoring appointments, not only out of courtesy but to be a good example for my student to follow.
- Maintain accurate records of tutoring sessions as expected and required.
- Give honest feedback to the student I serve and will not insult him/her with false hope or empty flattery.
- Show respect for my student's cultural background and personal value system.
- Understand that my role as a tutor is to never do the student's homework for him/her.
- Recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding the correct information.
- Respect my students personal dignity at all times.
- Understand that my ultimate goal is to assist my student to become an independent learner.
- Understand that my relationship to the student is professional and not personal.
- Understand that I cannot criticize the methods of any instructors.
- Share any concerns I may have with my supervisor.

## RCC'S SEXUAL HARASSMENT POLICY

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It is the policy of the Board of Trustees of Richmond Community College that no employee or student may engage in conduct that falls under the definition of sexual harassment. No personnel, admissions, or academic standing decisions shall be made on the basis of a granting or a denial of sexual favors. All employees and students are guaranteed the right to work in an environment free from sexual harassment. Sexual harassment shall here forth be deemed a form of sex discrimination prohibited by North Carolina General Statutes 126-16. Any student desiring a copy of this policy should contact the Vice President for Student Development.

Additionally, no employee or student may harass another based upon national origin, race, religion, age or disability. Harassment of any kind may subject the student to disciplinary action.

Richmond Community College 2008 – 2010 Catalog & Student Handbook, page 96.

## EXPECTED BEHAVIOR IN GUIDED STUDIES

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Two categories of sexual harassment are defined:

- Sexual harassment in which a person in authority makes sexual demands upon another individual in exchange for favors; and
- Sexual harassment in which a hostile or uncomfortable work environment is created by unwelcome or offensive sexual conduct.

**Thus, it is important to understand that sexual harassment does not require physical contact.** A hostile environment may be created by – but certainly not limited to – the following unwelcome and offensive behaviors:

- Repeated and unwelcome sexual advances, comments, contact, jokes, flirtations, or any abuse of a sexual nature.

Sexual harassment is unacceptable behavior and a violation of the law. Any act, comment, or behavior which is of a sexually suggestive or harassing nature and which in any way interferes with a student's performance or creates an intimidating, hostile, or offensive environment is strictly prohibited by Richmond Community College. Students, tutor and/or client, have the responsibility to bring any such incident to the attention of the Vice President for Student Development so that the matter can be resolved informally or a confidential investigation may be immediately begun.

## GUIDELINES FOR THE TUTOR

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- The tutor will attend the orientation session.
- The tutor will abide by all policies and procedures of Richmond Community College.
- The tutor will be punctual and reliable. If absent, the tutor will let the student and/or Guided Studies Lead Coordinator know as soon as possible.
- The tutor will establish a solid means of communication between the tutor and client (telephone numbers, email addresses, etc.).
- Both the tutor and the client will log in to TutorTrac.

- The tutor will be responsible for his or her Tutor Daily Time Record by obtaining his or her client's daily signature and having a coordinator initial the visit on a daily basis.
- The tutor will be responsible for completing his or her Time Report for Hourly Paid Employees form on a weekly basis (along with the entries on the USB flash drive) and for submitting both the Daily Time Records and Time Reports for Hourly Paid Employees to the Guided Studies Lead Coordinator on either the last day of the month or the tutor's last tutoring session in the month.
- When reporting for a tutoring session, the tutor will wait 15 minutes for a student before reporting the student's absence. Student's absence will be noted on the Instructor Referral form as a "NO SHOW."
- The tutor will file all student applications and tutor paperwork in his or her personal accordion folder which is located in Room 101 – Office of Guided Studies Lead Coordinator. Student Applications cannot leave the Guided Studies Center; request permission to view student applications outside of the Lead Coordinator's Office.
- The tutor is encouraged to attend any in-service training and/or meetings offered by the Guided Studies Lead Coordinator. Tutor and client(s) must attend Guided Studies sponsored workshops.
- The tutor will complete surveys and evaluation forms as provided by the Lead Coordinator.
- AND, the tutor will attend the Annual Tutor Appreciation "Lunch In!"

## PEER TUTORS

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Peer tutors are their tutees' fellow students. Therefore, peer tutors combine the roles of student and teacher, learning and tutoring at the same time; they may even be in a peer-tutoring course, in which they combine these two roles while learning to tutor. Peer tutors will probably have less expertise in the subject they tutor than professional tutors do, and most likely they will have had little or no experience tutoring. Nonetheless, the individualized and personal attention they give their tutees can compensate for their inexperience.

The fact that peer tutors are both their tutees' instructors and their fellow students changes the nature of the tutoring relationship. Peer tutors are tutoring as much to help themselves as to help others. Often they have recently taken the course they are tutoring and have had difficulties similar to those their tutees have, and so they can empathize with tutees more closely than either professional tutors or teachers, whose memories of the initial obstacles to learning may have faded with time. Peer tutors are likely to be more patient and to better understand student mistakes because they have recently grappled with the material they tutor, and they have novel, and even zany, methods of approaching it. Not yet entrenched in their disciplines, they are usually more receptive to, and less judgmental of, their tutee's unorthodox perspectives.

As the above suggests, the most important aspect in their self-definition and relation to tutees is that peer tutors have the same educational status as the people they tutor: they are their peers. And, in a culture in which peers (and the media) often supersede parents and teachers as authoritative sources of knowledge, peer status can offer tutors the chance to be immensely influential with their clients (tutees), in both the development of skills and the shaping of values.

Remember: Always refer to your students as clients – not tutees!

## TIPS FOR SUCCESSFUL TUTORING

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*"The art of tutoring, like any other art, is learned in the doing."*

The human being learns by doing. Each person is a unique individual and learns at a different rate and through different styles. There is no one method of learning that is "best." The most success will be derived from

methods that you develop as you work with your student. Any method that helps the student to learn is considered the "best." The tips listed below will serve as a guide to help you become a successful tutor.

- Always be there – and on time. Be as dependable as you expect the student to be.
- Get to know the student as a person. Spend some time during the first session getting acquainted with each other, discussing hobbies, interests, etc.
- Respect the student as an individual with a distinct personality of his own. Appreciate his interests and accept him as he is.
- Establish a warm, genuine, and open relationship.
- Be a good listener. Listen to what the student is saying with words and body language.
- Be positive; focus on the student's strengths and potentials rather than on limitations.
- Remember that each individual is different; don't compare students to others.
- Be consistent, kind and firm.
- Make every effort to let the student know that he does not have to worry about making mistakes. Praise the student when he answers a question correctly or makes some progress, being careful not to criticize wrong answers; always remain encouraging.
- Help students feel confident about their ability to learn. Students who are made to feel stupid often act as if they are.
- Always go from the known to the unknown, the simple to the complex. Start each session with material that the student knows; this will provide an atmosphere of success and build the student's confidence.
- Sit next to students and on the same side of the table. Avoid facing them like an instructor, standing above them, or turning your back on them.
- Reduce distractions (minimize noise and clutter) as much as possible in the tutoring site.
- Be aware of each student's individual learning style and present material in the most appropriate manner for that student. Remember to use varied and colorful materials, and a multi-sensory approach. Change from one activity and modality (visual, auditory, and kinesthetic) to another before the student tires.
- Never say "Do you understand?" Students will almost always say "yes" because they don't want you to think they are ignorant or slow. Watch what they do, ask them appropriate questions, or ask them to repeat information verbally to check for accuracy and comprehension.
- Try to help students learn to learn. Question, suggest, prod and guide rather than tell, lecture (they get that in class all the time) and recite facts. Encourage critical thinking by discussing ideas/opinions about the subject. Draw out the student's ideas. Make learning more fun.
- Choose your words carefully. "Some" students are very literal minded. Don't talk down to the student. Don't talk too much; the student will tune you out.
- Use analogies as often as possible. Relating abstract concepts to everyday life make it more understandable. Use the student's interest as a learning tool.
- Provide much repetition and practice. Memory and learning are closely related. Use mnemonic devices when possible.
- Provide any assistance the student needs, for example, a ruler or index card to keep the place on the page.

- Never do the work for the student! (Example: Instead of “proofreading” an English assignment, read over the first page to determine the type of problems the student is having. If the problem happens to be subject/verb agreement, write the problem in the margin, then let the student know he/she will be practicing that specific skill during the tutoring session.)
- Accentuate the positive; overlook the negative. Learning is shaped by praise.
- Use open ended questions, not those that can be answered with a yes or no.
- Be familiar with and use all available information sources (Learning Resource Center, Guided Studies Tutor Resource Books, Guided Studies Web Page Resource Sites, Guided Studies Handouts, etc.).
- Don’t take sides in any dispute that the student has with the instructor. Advise him to see his counselor in Student Development.
- Treat personal matters with confidentiality. Discuss special problems with the proper persons – the Guides Studies Lead Coordinator.
- When you make a mistake – don’t be afraid to admit it.
- Be patient; don’t be rushed. This is a long haul.
- Be confident that your student will learn.
- Remember, the less work you do for the student, the better. Spend most of the time asking questions, listening, and helping the student to think for themselves, rather than lecturing the student.
- Be yourself and allow students to be themselves.
- Don’t expect your student to show appreciation for your efforts before you have become a friend.
- Enjoy tutoring for the rewards and personal satisfaction it can give you.
- Don’t blame yourself if students don’t succeed. If you work hard at your tutoring job, students may work even harder. However, if students don’t succeed and you have put forth your best effort, do not waste time feeling guilty.
- Maintain your sense of humor.
- Relax and let yourself enjoy the sessions.
- SMILE!

The student will learn – if you respect the student and have confidence in the student’s ability. Your investment of time is a vote of confidence in the student.

***Guidelines for Students” and “Helpful Hints for Student” were developed by a grant funded to Richland College, Dallas, Texas.***

***Project Success HANDBOOK FOR VOLUNTEER TUTORS. Dallas, TX: United States Department of Education Grant No.: G008730104. 1987.***

## SOMETIMES IT'S HARD TO REMEMBER

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The following may prove useful in helping tutors understand why a student is having difficulty remembering. This information may be shared with the student to assist with the problem.

### *Sometimes It's Hard to Remember ...*

- Because there's no desire to remember, no interest in the material; and thus, no clear reason to remember.

Meditate awhile to find a reason to remember; talk with the instructor or with students who do seem interested in the material to learn what motivates them.

- Because the material to be remembered hasn't been understood.

Try to get a "bird's-eye view" of the whole system before attempting to remember details of each part. Read a simplified version or critique of the material before tackling the original. Ask for help early if you've tried and just can't understand. CAUTION: initial understanding should be complete well before the test in order that the last few days can be spent reviewing. Don't wait until the last minute to try to understand.

- Because the initial reading and studying wasn't done with the intent to remember, but with the idea of just underlining now and then really learning the material "later."

Read with the intent to remember; that is, read actively to identify and hold yourself responsible for information which needs to be remembered. Make the first reading count!!

- Because most forgetting takes place rapidly, right after initial learning, unless some effort is made to use the new information or recall and "store" the information for later use.

Take the few extra moments required at the time of initial reading to stop and mentally test yourself over what you've just read. Immediate recall of newly learned information is the essential first step to later memory of it.

- Because most study time has been spent just passively re-reading and "looking over" the material to be learned.

Spend most study time (more than 50% of it) in recalling and testing to see how much of the material is still unlearned. Having once learned and immediately tested by trying to recall the information; continue to test yourself at periodic intervals. Expose as many senses as possible to the information. Write it, speak it, hear it, and visualize it. Familiar, well-learned things assume identities of their own and are likely to confuse or be confused by somewhat similar things.

- Because the form of study was inappropriate to the use of the material required on an exam.

Practice using the information for a quiz; predict essay questions and actually write answers; work problems, etc. It's one thing to know material and another to be able to "use" it on exam questions.

SOURCE: Reading and Study Skills Laboratory, The University of Texas at Austin

## Guided Studies Tutoring Schedule


Name: \_\_\_\_\_ Developmental Math \_\_\_\_\_ Total Hours: \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM	MAT o8o: Rufus Einstein		MAT o8o: Rufus Einstein		MAT o8o: Rufus Einstein
10:00 AM		MAT o6o: Mickey Duck		MAT o6o: Mickey Duck	
11:00 AM	MAT o6o: Donald Mouse	MAT o8o: Rinky Dink	MAT o6o: Donald Mouse	MAT o8o: Rinky Dink	MAT o6o: Donald Mouse
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					

## TUTOR SESSION INSTRUCTIONS

Greet your client.

Both you and your client must sign in to TutorTrac using your student ID numbers. Key in the number, and click the Log In button. The client must choose the course to be tutored in as the subject and "Personal Tutoring" as his or her visit reason. He or she will click continue. You also sign in to TutorTrac in a similar manner, but you will choose "Work – TUTORS ONLY" as your visit reason.

Notice the current date and time on the computer . Round that time to the nearest QUARTER hour, and write it in the "time in" block on your Daily Time Record. Proceed with the tutor session. Write down the course and materials studied. Ask each client to SIGN the time record at the end of the session. Please have the clients sign out of TutorTrac ensuring that they select your name in the "tutor name" box, and you sign out as well (unless you have another tutor session immediately following this one). Round the current time to the nearest QUARTER hour, and write the time in the "time out" block on the time record. Ask a coordinator to initial the "total hours" block on the time record.

### Tutor's Daily Time Records

Tutor's Name:

Date	Time In	Time Out	Course	Material Studied	Student Signature	Total Hours
4/2/07	6:30 PM	7:30PM	MAT 140	Venn Diagrams	John Doe	1 <i>lg</i>
				Truth Tables	Jane Doe	

At the end of your last tutor session, you may wish to open the time sheet on your disk, and key in the day's entries. This will prevent you from having to key all the entries on the last day of the month. Click the AUDIT TIME SHEET button after you enter all times. Also, check over your daily time record sheet carefully to ensure that you correctly entered everything in the time sheet. The total hours on both sheets should match!

Period Beginning:		4/1/2007		Ending:		4/30/2007					
Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours		Ov	
		Start	Stop	Start	Stop	Start	Stop				
MON	04/02					6:30 PM	7:30 PM			1.00	
TUE	04/03									0.00	

At the end of the month, you will submit a time sheet and the daily time records. You must keep a copy of the printed time sheet and daily time record sheets for your records! Turn the originals in to the Lead Coordinator.

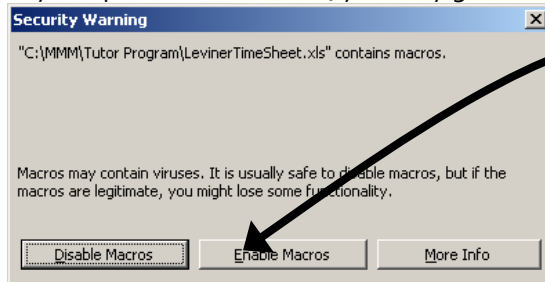


## MONTHLY TIME SHEET INFORMATION

The Time Sheet you fill out monthly has an AUDIT TIME SHEET button at the top.

RCC Employee's Daily and Monthly Time Report for Hourly Paid Employees						(To be completed by Supervisor)			
1. Name:			Student ID:			<input type="checkbox"/> Maintenance <input checked="" type="checkbox"/> (Regular) Tutor <input type="checkbox"/> FWS <input type="checkbox"/> Welfare to Work <input type="checkbox"/> Other:			
2. Position: Tutor					<input type="button" value="Audit Time Sheet"/>				
Period Beginning: 11/1/2006			Ending: 11/30/2006						
Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours	Total Overtime Hours
MON		Start	Stop	Start	Stop	Start	Stop	0.00	

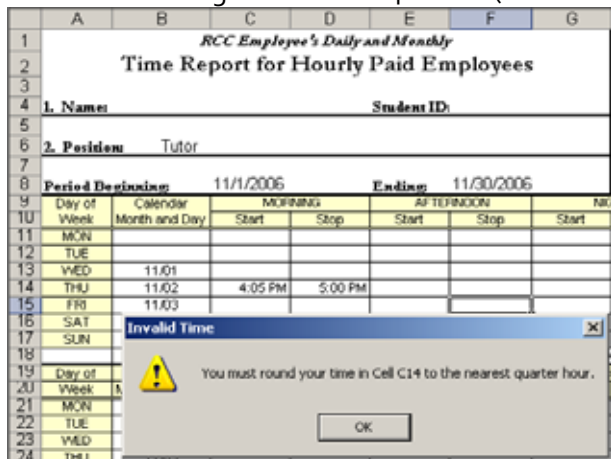
When you open the time sheet, you may get a warning such as the following:



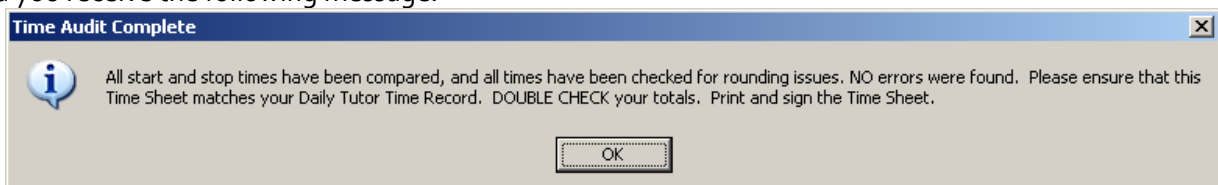
Click on ENABLE MACROS. This warning pops up because a macro runs when you click AUDIT TIME SHEET.

Enter times in the format **8:00 PM, 11:30 AM, 9:15 AM, etc.** After you have finished entering all of your time data, please click the AUDIT TIME SHEET button. It will take a look at all the times you entered to see if there are any calculation problems.

Each time the AUDIT process finds an error, it will tell you what cell the error is in. The cell will then be selected for you to make the correction. For example, clicking OK on the box below would move the cursor to Cell C14, so the tutor can change the time to 4:00 PM (instead of the incorrect 4:05 PM currently in the cell).



After each error correction, please keep clicking the AUDIT TIME SHEET button until all errors are corrected, and you receive the following message:



*RCC Employee's Daily and Monthly*  
**Time Report for Hourly Paid Employees**

**(To be completed by Supervisor)**

- Maintenance
- (Regular) Tutor
- FWS
- Welfare to Work \_\_\_\_\_%
- Other: \_\_\_\_\_

**1. Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**2. Position:** Tutor

**Period Beginning:** 7/1/2007 **Ending:** 7/31/2007

Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours	Total Overtime Hours
		Start	Stop	Start	Stop	Start	Stop		
MON								0.00	
TUE								0.00	
WED	11/01							0.00	
THU	11/02							0.00	
FRI	11/03							0.00	
SAT	11/04							0.00	
SUN	11/05							0.00	
Total for First Week:								<b>0.00</b>	
Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours	Total Overtime Hours
		Start	Stop	Start	Stop	Start	Stop		
MON	11/06							0.00	
TUE	11/07							0.00	
WED	11/08							0.00	
THU	11/09							0.00	
FRI	11/10							0.00	
SAT	11/11							0.00	
SUN	11/12							0.00	
Total for Second Week:								<b>0.00</b>	
Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours	Total Overtime Hours
		Start	Stop	Start	Stop	Start	Stop		
MON	11/13							0.00	
TUE	11/14							0.00	
WED	11/15							0.00	
THU	11/16							0.00	
FRI	11/17							0.00	
SAT	11/18							0.00	
SUN	11/19							0.00	
Total for Third Week:								<b>0.00</b>	
Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours	Total Overtime Hours
		Start	Stop	Start	Stop	Start	Stop		
MON	11/20							0.00	
TUE	11/21							0.00	
WED	11/22							0.00	
THU	11/23							0.00	
FRI	11/24							0.00	
SAT	11/25							0.00	
SUN	11/26							0.00	
Total for Fourth Week:								<b>0.00</b>	
Day of Week	Calendar Month and Day	MORNING		AFTERNOON		NIGHT		Total Regular Hours	Total Overtime Hours
		Start	Stop	Start	Stop	Start	Stop		
MON	11/27							0.00	
TUE	11/28							0.00	
WED	11/29							0.00	
THU	11/30							0.00	
FRI								0.00	
SAT								0.00	
SUN								0.00	
Total for Fifth Week:								<b>0.00</b>	

I hereby certify that the above report of time is a correct statement for the period indicated.

Total Hours Worked for Period Indicated Above: **0.00**

\_\_\_\_\_  
 (Employee Signature) (Date)

Approved by: \_\_\_\_\_  
 (Supervisor Signature)

Distribution of Salary to Accounts (to be completed by Business Office)			
Account Code	Hours	Rate	Gross
47300	0.00	\$11.00	0.00
Total Distribution			

### STUDENT "NO SHOW" FORM

Student \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Comments:



Tutor \_\_\_\_\_

### STUDENT "NO SHOW" FORM

Student \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Comments:



Tutor \_\_\_\_\_

### TUTOR "NO SHOW" FORM

Tutor \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Comments:



Student \_\_\_\_\_

### TUTOR "NO SHOW" FORM

Tutor \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Comments:



Student \_\_\_\_\_

## PHOTO PERMISSION

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Dear Student:

Richmond Community College uses brochures and other publications to market the services of the college. In order to use student photographs, we need written consent. Please sign, date and return the statement below to:

La Wanda Goodwin  
Guided Studies Lead Coordinator  
Richmond Community College  
P. O. Box 1189  
Hamlet, NC 28345

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### RCC Permission Form

**Richmond Community College has my permission to use my picture in any publications for the college.**

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

## TUTOR CONTRACT

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Please remove this page from your handbook, then place it in your accordion file folder, located in Room 101. This must be on file in the Guided Studies Center Lead Coordinator's office before you receive your tutoring assignment. Thank you and have a great semester.

In an effort to ensure that Richmond Community College students receive the highest quality of service, we require that all tutors learn and abide by the guidelines set forth in this handbook. To this end, please take a moment to complete the contract below. Upon completion, it must be signed and returned to the GSC Lead Coordinator before you may receive your first tutorial assignment.

*Please initial each statement:*

\_\_\_\_\_ I, the tutor, have read the section titled "A TUTOR'S ROLE." I understand and will incorporate the principles set forth, as they pertain to my client(s), into my sessions.

\_\_\_\_\_ I, the tutor, have read the section titled "UNDERSTANDING TUTOR/CLIENT ROLES & RESPONSIBILITIES." I understand and will abide by the guidelines set forth as they pertain to myself and my client(s).

\_\_\_\_\_ I, the tutor, have reviewed the section titled "PAPERWORK." I have a working knowledge of the forms described and will relay any questions I have in reference to their proper completion to the GSC Lead Coordinator.

\_\_\_\_\_ I, the tutor, have read the "Tutor Code of Ethics" and "RCC's Sexual Harassment Policy" and will comply with the "Expected Behavior in Guided Studies."

\_\_\_\_\_ I, the tutor, understand that employment with RCC is on a temporary, part-time basis, and that RCC cannot guarantee any employment beyond a given semester. I also understand that failure to comply with RCC policies and procedures may result in me not being invited to serve as a tutor for future semesters.

\_\_\_\_\_ I, the tutor, have received and read the Guided Studies Tutorial Program Tutor Handbook. In addition I understand and agree to comply with these policies and procedures.

Name (Please print): \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_