



Pathways Tutor Training Handbook



Pathways Service-Learning Tutoring Program
PRE-COLLEGE INSTITUTE



Congratulations and Welcome!



In choosing to become a part of the Pathways Service-Learning Program, you have become a valuable member of our team. Throughout our interview and hiring process, we have identified qualities in you that we consider essential in a committed tutor.

The Pathways Office is committed to the K-16 pipeline. As part of our staff, we ask you to hold this among the highest of your priorities. You are expected to model appropriate student behavior, such as punctuality, respect for others, communication, and a commitment to academics.

Through the efforts of our staff, including you, we are able to support 20 local elementary, middle, and high schools with academic tutoring, mentoring, and advising services. Through various federally funded programs, such as America Counts, America Reads, and Talent Search, we are able to provide not only academic assistance to students, but career exploration and financial literacy programs for parents.

The Pathways Office is part of San Diego State University's Pre-College Institute, which is a center for the advancement of pre-college education and the study of reciprocal teaching and learning in multicultural settings. The Pre-College Institute is an umbrella organization that includes programs, such as Talent Search, Upward Bound, Health Careers Opportunity Program (HCOP), and the Faculty Student Mentorship Program (FSMP).

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Our commitment

Core Values:

Learning Organization, Equity, Advocacy, Ethic of Caring, Excellence

Our Program Goals are: to provide support for students in the classroom, to ignite a passion for learning that students can utilize in their regular day classes, and to provide application and practice for school day skills and knowledge in a way that strengthens learning, builds connections, demonstrates the usefulness of content, and builds confidence based on their accomplishment.

We are committed to providing exceptional tutoring services to our students. We make every effort to create a supportive environment for active learning. As a part of our staff, you are expected to model appropriate tutor behavior such as punctuality, respect for others, and a commitment to academics. We hope that you will gain a sense of pride in helping students accomplish their educational goals.

Tutoring might be a challenging experience for both the new and experienced tutors. You will encounter students with a wide range of cultural and academic backgrounds. Some will be eager to follow your guidelines, while others will expect you to do their work. The purpose of this tutoring manual is to provide you with information that may help you improve your tutoring strategies and approaches. Please read the manual carefully and familiarize yourself with its contents. If you ever have any questions, comments, or suggestions, please do not hesitate to contact the Pathways Office.

Pre-College Institute Mission Statement

The SDSU's Pre-College Institute promotes college access and completion for underserved students through excellence and innovation in education.



Tutor Expectations and Responsibilities

PROGRAM EXPECTATIONS

Tutors should have a strong sense of commitment to the goals of the program and to each individual student's progress. The success of our program is dependent on the dedication and skills of the tutors. Tutors are expected to follow the guidelines set forth in this Tutor Handbook.

The Service-Learning Tutoring Model is based on the integration of the five stages of service learning:

- 1- Inventory and investigation
- 2- Preparation and planning
- 3- Action
- 4- Reflection and feedback
- 5- Demonstration

OVERVIEW OF TUTOR EXPECTATIONS

Tutorial sessions are not intended to replace regular classroom attendance, taking thorough notes, or properly preparing for tests. Tutors are expected to provide further explanation and answer questions related to course content only. Tutors must be knowledgeable in the subject matter and feel comfortable and confident in explaining the course material.

A tutor must:

- Maintain academic integrity at all time, and **never do the student's work for them**. Let the student keep their own pencil.
- Be prepared for each tutoring session and classroom observation.
- Meet with cooperating teacher regularly to go over lesson plans.
- Be able to communicate and explain class material clearly.
- Exhibit patience and sensitivity in discovering the point at which the student has failed to grasp the material.
- Focus the tutoring session on subject material.
- Develop a professional, honest, caring, and comfortable relationship with your students.
- Treat the student with professionalism, respect, and authority.
- Check your email /schedule for tutoring schedules and department updates, including deadlines.
- Accurately complete and submit all online daily tutor logs following each session.
- Complete all documentation needed per school site requirements. (Tutor Logs, SDFs, Time sheets)
- No electronic device use while in the classroom or during after school tutoring. (NO Cell Phones!)
- Pay attention to the uniqueness of each student and be aware of any self-esteem issues for students who are struggling.

Tutor Code of Ethics

Pathways Office Service-Learning Tutoring Program

Certain behaviors are expected of organizational employees, including student-workers at San Diego State University. These behaviors include, but are not limited to, the following:

- The professional tutor is a responsible role model to pre-college students. As a professional employee, I will follow classroom and school policies. I will use appropriate professional language when interacting with students and teachers.
- The professional tutor will report issues of safety to the classroom teacher immediately and the Tutor Training Specialist by close of business.
- The professional tutor follows dress code policies of the school and those outlined in tutor training.
- The professional tutor follows appropriate procedures when needing to call out of work for illness or other reason. As a professional employee, I will contact the Pathways Office and my assigned teacher(s) prior to my shift when I will be absent. I will give as much advance notice as possible.
- The professional tutor arrives on time to their scheduled tutoring shift and signs in/out at the front office. As a professional employee, I will notify my assigned teacher(s) and the Pathways Office if running late.
- The professional tutor keeps their cell phone on silent and stored away during tutoring shift, during seminars and during service-learning class. If the Pathways Office receives feedback that a tutor has been using their cell phone during a tutoring shift, that tutor will be terminated.
- The professional tutor records their tutoring hours to the minute, accounting for late arrival, early departures, and lunch breaks. As a professional employee, I will fill out my timesheet on a daily basis and get all teacher initials each day worked. I will take appropriate breaks and a 30-minute lunch if working over five hours. Timesheets are due at the end of the month.
- The professional tutor understands that they are legally not allowed to be left alone with students in (K-12) setting.
- The professional tutor collects required data for the service-learning program they are employed by and turns data in by designated deadlines. Data collection is required by all tutors – it does not matter if you are enrolled in one of the service-learning courses.
- The professional tutor completes tutor logs daily and reflects the total amount of time spent per student. Tutor logs are entered online prior to timesheet submission.
- The professional tutor holds confidential any information to which they are granted access within the organization. This includes personal student data collected for program purposes.
- The professional tutor understands the last day of classes is also the last day of work unless tutor has written permission to continue tutoring from the Service-Learning Coordinator.
- The professional tutor will respond to any questions or requests via phone or email from anyone in the Pathways Office within two business days.
- The professional tutor does not accept or initiate friend requests with students on social media.
- All tutors start as volunteers in our program. Work-Study eligible tutors will be paid once SDSU HR pre-boarding paperwork is complete. This is sent to your SDSU email.

Service-Learning Tutor Job Description

POSITION DESCRIPTION:

- Provide individual and small group tutoring to pre-college students in neighboring low income elementary, middle, and high schools
- Provide high quality assistance in Math, Science, English, and/or Social Studies
- Assist students in improving academic achievement by reviewing class materials, discussing the text, predicting test questions, formulating ideas for papers, or working on solutions to problems
- Follow classroom rules and instructions from assigned K-12 teacher
- Tutoring is a supplement to classroom teaching. Tutors are not expected to know everything about the subject for which they tutor
- Follow all program procedures covered in tutor training

RESPONSIBILITIES:

- Check email and phone messages on a daily basis to keep up to date with program needs
- Collect required data on students, including student data forms and student contact logs
- Turn in all paperwork by on time, including monthly time sheets, required data, hiring packet, and teacher evaluations
- Be punctual for all scheduled tutoring sessions. It is your responsibility to notify the Pathways Office and your assigned teacher if you will be late or need to miss a session
- Assist with program-specific fundraisers and events
- Be professional and a good role model

QUALIFICATIONS:

- Be enrolled at San Diego State University
- Hold a G.P.A. of 2.5 or higher
- Hold a B average in subjects interested in tutoring
- Have a strong desire to work with children and help them achieve academic success
- Excellent communication and time management skills
- Tutoring experience is a plus!



Detailed Tutor Guidelines

As a tutor, you work toward helping students become independent learners by developing efficient learning techniques and gaining confidence in their learning abilities. The following is the list of guidelines that could make tutoring more effective.

1. **Be on time.** You are expected to show up on time for every scheduled tutoring session. If you are going to miss your tutoring session, you must let your cooperating teacher know and contact the Pathways office at pathways@sdsu.edu.
2. **Greet your students.** Participating in tutoring for the first time could be very intimidating for most students. Greetings are easy to implement, but sometimes we skip this important step to get tutoring underway. By ignoring greetings, the students are not given the opportunity to get comfortable with the tutor. Begin a tutoring session in a friendly manner. Before you start your tutoring session, please allow some time to get to know your students. Start your sessions by introducing yourself and telling the student a little about yourself. Then, ask the student about him/herself.
3. **Establish realistic expectations.** It is very important to establish realistic expectations of what can come out of a tutoring session. First of all, students may have different ideas about what a tutor is supposed to do. Some students expect that tutors are there to correct their homework or only teach them and only them. It is your job to inform your students that you will work with them and not for them. Remember that your main goal is to help students become independent learners. It is fine to give a few examples, but recognize when a student is simply waiting for you to provide the answer and an easy way out. Make sure that you remind your student that: a. You are not going to be there when they have to take a test. b. You are not a homework machine. c. You are not a miracle worker. d. You are not an instructor. e. You may not know all the answers. f. You are there to help other students as well.
4. **Express confidence that the student can learn the material.** Part of tutoring is to develop a positive self-image in the student's mind. Make sure you give credit for what the student can already do and sincerely compliment all progress that they make, but never give false hope. Try to maintain a positive attitude and be patient during your tutoring session. Tell the student that you enjoy working together, especially if you are going to see them on a regular basis. As a role model for learning, your attitude will have a great impact on the student's success.
5. **Let students do the work.** Remember that your goal is to help students to become independent learners, not to do their work. If a student can only do their work with your help, what happens when you are no longer there to explain? Assist the student in finding other resources and developing appropriate study strategies. With these skills, they can succeed academically without you. Your job is to help the students gain confidence in their own abilities. Let the tutee have the pencil. Let the tutee look up the information in the book. Let the tutee draw the diagram. Give control back to the student. Let the tutee have control of the mouse/ keyboard. Avoid talking too much. Do not explain anything you do not have to. Ask questions and learn about your student's thinking and problem-solving techniques.
6. **Guide the direction of your student's thinking.** Allow enough time for the student to think through the question. The more independent they become, the better tutor you are.
7. **Never criticize a teacher or staff member.** Please make sure that you never pass judgment on teachers, assignments, or grades. (Also, never speculate about an assignment's grade.) You will hear many student comments, and students will want to hear your opinion, but you will not have all the information necessary to make an informed judgment.
8. **Maintain professionalism.** A professional attitude toward tutoring is very important. Professionalism includes appropriate hygiene. Make sure you are dressed appropriately and pay attention to the comfort zone of each student. By choosing appropriate clothing, you add value to your session without a lot of effort. During a tutoring session, personal conversation should be kept to a minimum, but it is important to build rapport with students in order to build confidence and trust to effective teaching.
9. **Be Prepared.** Preparation is often necessary before tutoring. Take good notes while the students are also taking notes. You may need to review the material before you begin your tutoring session. Do not be afraid to use the book or your own notebook. If you do not know, it is fine to admit that. In fact, it can help model for students the correct way to go about learning or clarifying something they do not know. If other tutors are available, you may ask them to clarify the material. It also helps to schedule one-on-one sessions with your cooperating teacher in order to review material. No one knows everything.
10. **End your tutoring session with a positive affirmation.** Do not just say " Goodbye" when the session is over. You should positively assess the work that was done during the session. Praise the student when they have done significant work or have been able to grasp a subject that was not understood before.

Arriving at the School Site

On your first day of tutoring, you should arrive at your school site at least 30 minutes earlier to familiarize yourself with the campus. Learn where you can park or where the nearest bus stop is, where the main office is, and where the Tutor Binder is located. Every school site has different protocols.

1. If you need help locating your tutor binder, ask the Lead Tutor at your school placement to help you.
2. If you need help or would like a tour of your school site, let your Lead Tutor know; they are there to help guide you through your first tutoring experience.

Signing In/Out

1. Tutors must sign-in and sign-out every time they work. (Check with lead tutor if help is needed locating binder.)

Date	Name	Time In	Teacher	Room	Time Out
4/18/19	Sam Smith	8:05	Mr. Jones	131	3:15
4/19/19	Sam Smith	9:30	Mrs. Garcia	412	12:30
4/22/19	Sam Smith	8:00	Mr. Jones	131	1:00

2. Tutors are expected to be on time and stay the duration of their assigned time, and not leave early.
 - Please let us know if your teacher wants to change your schedule, or if you make changes to your schedule.
3. Tutors are expected to work their assigned hours, or by appointment set up by tutor/teacher and Pathways supervisor. Unexcused absences and being late may be cause for probation or termination of your tutoring contract.
4. After school tutoring tutors must follow school protocol. Please ask for this information and write up for school folder.
 - ❖ If you have questions, please refer back to the online training or schedule an appointment with the Tutor Training Specialist.

Pathways Tutor Daily Operation Reminders

In an effort to promote consistency throughout the program, it is expected that all tutors adhere to this daily checklist:

- ❖ All Tutors should refrain from having any food or drink during working hours with the exception of bottled water or covered mugs. Bell to bell, cell phones and personal computers should not be in use, unless there is an academic need.
- ❖ When the first-class bell rings for each period, be at the door to greet students as they arrive.
- ❖ Maintain a "calm" environment; please individually address any students who are not engaged in the required activity.
- ❖ Please avoid sitting in one spot, unless you are working with a student either at their assigned seat or at a computer workstation. You should be moving in and about your assigned sections for the duration of the period.
- ❖ Be aware of what is going on around you at all times. Redirect students who are off task, check in with students to make sure they are being productive. Verify understanding. If the teacher requests that you work with certain students with more detail, work with those students
- ❖ Work with your cooperating teacher to support all students. Address students directly and clearly. This is less combative and students are less likely to get defensive and confrontational if individually spoken with.
- ❖ Follow the cue of the teacher. Be mindful of the class time and don't talk over students or the teacher.

At any time, someone may stop in to observe the effectiveness of the Pathways program, so it is important that a quality academic setting be maintained for our tutorial program on a daily basis. Avoid non-academic conversations during work time. Redirect students whose conversations are not academic in nature.



Time Sheets

Every tutor must pick up a new monthly time sheet for each month from the Pathways Office. Please be sure to track your hours daily on paper and online. The Pathways Office will be doing a weekly check of online hours to make sure everyone is following with protocol.

1. Remember to only use either black or blue ink when filling out your timesheet. A physical timesheet with colored ink or pencil will not be accepted.
2. Write your full name, the school you are located at, and indicate if you are a volunteer, work study, or research foundation.
3. If you work more than 5 hours, you are required to take a 30-minute unpaid lunch. This must be indicated in your time sheet
4. You will need your teachers' signature every day you tutor. If there is a substitute teacher, they can sign for that day.
5. Other events you work for Pathways will be added into your time sheet and online. Events may include: tutor training, STEM Day, tabling event, recruitment. etc.
 - If you are unsure if an event is added into your time sheet, or if you get paid for that event, please contact the Pathways Office for clarification.

Pathways
SCIENCE, TECHNOLOGY,
ENGINEERING, & MATHEMATICS

May 2019 Tutor Time Sheet

Tutor Name: Sam Smith School Site: Bell Middle
 Please circle if you are a: Paid Work-Study Volunteer SDSURF

Monday	Tuesday	Wednesday	Thursday	Friday
REMINDERS: 5/3- Final SDF's and Teacher evaluations due. 5/9- Last day for graduating tutors to work. Timesheets and Tutor logs are due.	In: Out: Teacher: _____ Total Time: <u>h m</u> Decimal: <input type="text"/>	1 -30 In: 8:30 Lunch Out: 2:30 Teacher: <u>de</u> Total Time: <u>5h30m</u> Decimal: <u>5.5</u>	2 Tutor Recognition -30 Lunch In: 7:45 Out: 1:47 Teacher: <u>de</u> Total Time: <u>5h32m</u> Decimal: <u>5.6</u>	3 SDF's and Teacher Evaluation Due! In: 8:30 Out: 1:05 Teacher: <u>de</u> Total Time: <u>4h35m</u> Decimal: <u>4.6</u>

Volunteers

- If you are a volunteer, you will only be required to turn in a physical timesheet.
- Paperwork is still due at the end of the month and on time.
- Your hours are tracked as community service hours.
- Your time sheet is turned in to the Pathways Office like any other tutor time sheet.

PeopleSoft (Paid Work Study Tutors) 1:

- You must input hours into PeopleSoft converted into decimals using the decimal chart on the back of your timesheet

- Use a timesheet calculator to double check that your calculations are correct

- Before submitting, under taskgroup, you must click the drop-down arrow and select CSU
- Ensure that the hours you input per week does not exceed the 20 hour maximum limit
- Cross reference the virtual version with the physical version to ensure they match perfectly

Work Force (SDSURF) 2:

- When inputting your time, you will need to put the start time and end time exactly.
 - If you take a lunch, you will need to clock out for your lunch then clock back in

Time Entry														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Sep 6, 2019 <input checked="" type="checkbox"/> Show All Weeks														
Earn Code	Sun 09/01	Mon 09/02	Tue 09/03	Wed 09/04	Thu 09/05	Fri 09/06	Sat 09/07	Comments	ACT Case ID	Total				
+ Please Select														
+ Work In/Out		10:55 am 01:15 pm	10:30 am 02:30 pm		10:30 am 12:30 pm					8.33				
	0.00	2.33	4.00	0.00	2.00	0.00	0.00			8.33				

- When submitting your time for that day:
 - Ensure the date is correct
 - You have selected the “Student time in/out” option
- If you get a YELLOW pin, it means that you extended your standard daily hours.
- If you get a RED pin, it means there is an error on your time entry.
- Your workforce timesheet must be submitted twice a month

F.A.Q.

1. What to do when there is a substitute?
 - Have them sign your timesheet like your cooperating teacher would.

2. What if I forgot my timesheet?
 - Find one in your school site binder or have the Pathways Office send you one to your email to print out before your tutoring session.
3. What if I lost my timesheet?
 - Communicate this to the Pathways Office ASAP.
 - Get a new one from the locations mentioned previously and have your teachers sign once again if possible.
 - Since you will be tracking your hours daily online, then you should not have trouble transferring those back over to the physical copy.
4. What if I cannot turn in my timesheet on the day it is due?
 - You must let Pathways know and plan to turn it in as soon as possible.
 - You can always turn time sheets and tutor logs under the door. You may need to come back to the office if information is incomplete.
 - Failure to turn in timesheets on time may result in delayed pay.
5. What if I have multiple teachers?
 - They must all sign your timesheet daily.
6. What if you're paid out of multiple funding sources such as work study or workforce?
 - They must be placed on separate time sheets.
 - Indicate at the top which funding source correlates to the designated time on the timesheet.

TUTOR LOGS

In addition to Timesheets that tutors must fill out, there are also Tutor Logs. These logs are meant to keep track of how much time we spend working with our students and see the progress they make.

- Tutor logs are to be picked up at the Pathways Office. You can also request that the Pathways Office send you tutor logs electronically, and you can print them out at home.
 - Tutor logs are due monthly in paper and online with your time sheets. They are meant for you to keep track of what students you have worked with, and also to be able to connect with your teacher and report how students are doing and their progress.
 - Paper logs are to be filled out daily and also logged online under your school shared tutor logs on Google drive.
 - The ★ column in your tutor log is to keep track of students that may need extra attention, that your teacher asks you to focus on, or that you think may need extra help.
- It is very important that tutors ask their cooperating teacher for a roster of the class they are tutoring for.
 - The roster will have students' full names and their ID numbers.
 - ID numbers are very important, especially if your school collects Student Data Forms. (See Student Data Form Section for more information)

SDSU Pathways Office Service-Learning Tutor Log		Tutor Name: <u>Sam Smith</u>	Teacher: <u>Jones</u>	Subject: <u>Math 8</u>																		
		School Site: <u>Bell Middle</u>	Period: <u>1</u>	Grade(s): <u>8</u>																		
		Date: <u>4/18/19</u> <u>4/19/19</u> <u>4/20/19</u>																				
Student Name	Student ID#	★	SDF	Total Time	I	G	Total Time	I	G	Total Time	I	G	Total Time	I	G	Total Time	I	G	Total Time	I	G	
Alex Garcia	025025	★	✓	20	✓	✓	5		✓													
Brenda Rojas	023023						10	✓	✓	5	✓											
Camila Catignas	021125			5	✓		5		✓	5	✓											
Diana Cortes	825428	★	✓	15	✓	✓	5		✓	10	✓	✓										
Erick Stone	821520		✓	10		✓	5		✓	5	✓											

- Online tutor logs are just like the paper logs.
- The Google spreadsheet is shared with other tutors in the same schools, but at the bottom you can find the tab with the tutor name and that is where names to all students from all classes will live.
- You can access this spreadsheet any time. The same way that you log every day on paper, you should complete your online tutor log each day.
- ALWAYS complete electronic tutor logs before coming to the Pathways Office on the day paperwork is due.

Tutor Log_Castle Park_Spring2017										
File Edit View Insert Format Data Tools Add-ons Help Last edit was made on June 29 by Pathways College of Education										
fx										
	A	B	C	D	E	F	G	H	I	J
1	Student Name (First Last)	Student ID#	Teacher	Subject	Class Period	Grade	Total Time	1/16/2017 Time (in minutes)	1/17/2017 Time (in minutes)	1/18/2017 Time (in minutes)
2							0			
3							0			
4							0			
5							0			

GUIDELINES

Dress Code Policy

Often in life, you will encounter specific situations that require specific attire. The same holds true for you as a tutor, whether you are in a classroom, a job interview, or a staff meeting and/or training. Failure to dress appropriately to that setting can impact your ability to effectively perform your work, as well as how an administrator, supervisor, teacher, student, or parent might perceive you.

Dressing for success allows you to feel and perform your best. Imagine the positive example you are setting for students by modeling professional, comfortable and appropriate dress.

Dress Code:

Pants, Shorts & Skirts

- Worn at the waist, no sagging
- No skin-tight garments (yoga pants, jeggings)
- No short dresses, shorts and skirts (no shorter than two inches above the knee, even with leggings, no pockets showing out of the bottom)
- No un-hemmed, frayed or split-seam cuffs on jeans, pants, shorts, dresses or skirts
- No holes or ripped jeans

Shirts

- No words or pictures that negatively represent any gender, race, color, ethnicity, religion, national origin, disability, or sexual orientation.
- No tank tops, tube/strapless tops, muscles shirts or spaghetti straps. Sleeveless tops must be 3in wide at the shoulders
- A jacket, sweater, sweatshirt may not be worn to cover up inappropriate clothing

Hats, caps and hoods

- No gang-affiliated clothing. No bandanas, dangling belts, wallet chains or insignia belts/buckles
- No sport jersey/jackets
- No sunglasses or hats, unless a doctor's note is on file
- No hoods, pajamas, or trench coats at any time
- No jewelry or body jewelry that may be deemed dangerous to oneself or others.
- No visible tattoos

Cell Phone Policy

As with our dress code policy, we follow our partner school sites policy regarding cell phones. This means that we follow a zero-tolerance policy for cell phone usage while on the job. This includes:

- checking social media
 - calls, and texts.
- ❖ For emergencies, please step out of the classroom if you need to take a call or respond to a text.

On the topic of social media, current and past tutors recommend that you set to social media accounts to private mode, as students seek to find and follow your accounts. Remember that this is unprofessional behavior. Also note that we DO NOT have media release forms for the students at your school sites; THEREFORE you are NOT legally allowed to take and distribute pictures through ANY electronic means. Failure to follow this policy will result in termination.



Probation Protocol

REASONS FOR TUTOR DISCIPLINARY ACTION AND DISMISSAL (See our probation slides in the online training)

Conduct that may result in discipline in individual cases may include, but is not limited to:

1. Falsification of hours on time records and/or attendance sheets.
2. Excessive tutoring absences.
3. Academic fraud or dishonesty - doing work for a student.
4. Ineffective Tutoring (tutee complaints concerning performance level or attitude).
5. Poor handling of Supervision (disagreement with program goals, objectives, policies, or guidelines).
 - If you are asked to contact Nadia or Liz for a probation meeting, you cannot return to tutor until your tutor action plan is composed.

THE DISCIPLINARY PROCESS Discipline may include a verbal warning, a letter of warning, suspension without pay, or dismissal. The choice of discipline to be used is dependent upon the particular circumstances of the case.

Daily Reminders and Communication Protocols

Sign In/Out

- Please remember to Sign In when you arrive at your school site and Sign Out when you leave.
 - Do not sign in and out at the same time. There could be circumstances where you may leave early and records will show you are still at the school.

Dress Code and Badge

- Remember to always follow dress code policy. Each school will have different dress code policies. On top of the Pathways dress code policy, you should check with your school site dress code and be familiar with it.
- Pathways and the schools we serve encourage our tutors to wear college gear
 - SDSU and other university gear is acceptable.
- You are required to wear your badge at all times when tutoring.
 - If you would like, the Pathways Office can make a copy of your SDSU ID to put in the back of your badge.
 - If you lose your badge, or it is damaged, please send an email to the Pathways Office in advance so we have time to make you one. You can pick it up at Pathways Office in room NE280.
- Not abiding to the dress code or failure to wear your badge can result in probation and lead to termination.

Communication Protocol

- It is important to be professional in any job, and part of that is being able to communicate effectively with superiors and co-workers alike.
- In any professional environment, it is good etiquette to know how to properly word an email that will be sent to a supervisor or superior. These examples also help in your academic professionalism, such as emailing a professor, a mentor, or applying to a program on campus.

Introducing yourself to your cooperating teacher

- It is very important to introduce yourself before you begin tutoring at your school.
- You can communicate how excited you are to be part of the class.
- Be very clear about what day will be your first day and what time you will be arriving.
- This is also an opportunity to learn valuable information about who you will be working with.

Absences/ Time off

- If you will not be able to show up for a tutoring shift, you must email the Pathways Office **and** your cooperating teacher in advance.
 - You do not need to give full details of why you will be absent. If you feel sick the day before your shift, email a day before that you are not feeling well and that you will be absent the next day.
 - If you feel better the next day and are able to show up to your tutoring session, send an email letting the Pathways Office and your teacher know you will be showing up after all.
 - If you need to request time off due to exams, finals or personal reasons, it is good professional etiquette to send an email in advance requesting time off. This way the office and your cooperating teacher can be aware there will be days you won't be available and they won't plan something that involves your support.

Wed, May 1, 5:27 PM



Hello Pathways,

I am notifying you that I have my leadership minor graduation ceremony this Friday (May 3rd) from 12pm-1pm, so I will be unable to tutor at Crawford during that time. I will report straight to Lemon Grove Middle School after. I have already notified Ms. Gonzalez about this

Also, I am waiting to hear back for people's RSVP's for my PSFA graduation, so I may need to miss 1st period on Wednesday, May 8th in case I need to attain tickets at Viejas at 8am. I hope this is okay!

Sincerely,



- If you emailed with time in advance, it is always good to send the Pathways Office a reminder when the day of your leave is close.

Hello Ms. Idoui!

I just wanted to reach out and let you know I will not be able to attend tutoring on Monday because of a personal matter I must take care of.

Thank You,
Natalia Tello

Letter of Resignation

As professionals, we want to do our best to continue to make a good impression with the teachers, staff and supervisors we work with, even as our time working there comes to an end.

Key components to include for our program:

- Date of your last day of tutoring
- Gratitude for the experience/opportunity/time working with the teacher
- Be clear - If you are resigning and not planning to return, or if you would like to return in the future.
- If you are enrolled in the class, you should still let the teachers you are working with this semester know when your last day will be and include a formal thank you.

SAMPLES:

Dear {teacher name} and the Pathways Office,

Thank you for the opportunity to tutor at XXXXX school this past year. I am writing to let you know my last day of tutoring will be on May 8, 2019. I will be graduating from SDSU with a degree in XXXX.

Since I am graduating, I cannot work past May 9, 2019 per the University rules.

Sincerely,

Service Learning Tutor

Dear {teacher name} and the Pathways Office,

I am resigning my position as Service Learning Tutor at XXXX School effective May 25, 2019. It has been an eye-opening experience tutoring at the school. Thank you for welcoming me into your classroom.

I will be studying abroad in Europe this upcoming semester.

Best wishes for the upcoming academic year. I hope to return to tutor when I get back from abroad.

Sincerely

Service-Learning Tutor

Tutor Example:

Dear Ms.Galloway, Ms.Kennedy and the Pathways Office,

Thank you for the amazing opportunity to tutor at Bell Middle school this past year. I have learned and grown tremendously during this time while being able to help my community. I am writing to let you know my last day of tutoring will be on May 8, 2019. I will be graduating from SDSU with a degree in Political Science and a minor in International Security and Conflict Resolution.

Since I am graduating, I cannot work past May 9, 2019 per the University rules.

Sincerely,

Service Learning Tutor
Diana Cortes

Data Collection

Student Data Form (SDF)

What is a Student Data Form?

As a federally funded grant program, we are required to keep accurate records of the students we serve in each of our schools. A Student Data Form (SDF) is one of the tools we use to gather data on the students you are tutoring. This data is necessary to meet our grant requirements.

Process:

1. Please stop by the Pathways Office to pick up copies of Student Data Forms weeks before your due date as this process takes time.
 - You will want to get enough copies to hand out to each student in your classroom(s).
2. Talk to your teacher, and together plan on a time to pass out the Student Data Forms.
 - Once you and your teacher agree on a time, ask if he or she can offer extra credit or make it an assignment for the students who turn in completed SDFs. (Otherwise, it is sometimes difficult to get them back.)
 - Ask if the teacher can collect SDFs in an envelope for you.
3. Before passing out the SDFs to the students, explain what a Student Data Form is, and why it is so important for you to get them back. Make sure to provide them with a due date as well. Set this due date long before you need to hand them into the Pathways Office.
4. As students turn the SDFs back into you, make sure to check them for **COMPLETENESS** before accepting it. If you notice the student is missing their last name, address, a parent signature, etc., have them fill it out before turning it in.
5. Bring the completed SDFs to the Pathways Office. Make sure you turn in the required amount before the due dates.

Reminders:

- There are two due dates to turn in SDFs, so make sure to plan accordingly. You will want to pass out the SDFs to the students **AT LEAST 2-3 weeks before** the due date. If you wait any longer to pass them out, you may not get them back from the students in time.
- If you do not turn in the required amount of SDFs on the due dates and you are taking TE 362 or ED 201, this will result in a lowered grade. If you are not taking a class, this may hurt your chances of rehire.
- The Student Data Forms must be filled out **COMPLETELY**. If they are missing a parent signature, or any other information, we will not accept them. You will have to bring them back to the student and ask them to complete it.

Sometimes it is difficult to get the SDFs back from the students. Let the Pathways Office know if you are having trouble getting forms back so they can help you and ask them to make note of it. This has to be done *prior* to the due date of the SDFs!

San Diego State University Talent Search Program

TALENT SEARCH Your student receives services provided by the SDSU Talent Search program. We are a federally funded project with the goal to promote access to higher education and quality academic support. Your information is only used to verify the demographics of the population we serve and it is kept confidential. Contact us at (619) 594-8222 for talentsearch@sdstate.edu for more information.

School: Morse HS Grade: 11 Graduation year: 2020 Student ID#: 132333
 First Name: Trixie Last Name: Tang Middle Initial: B.
 Home address: 5500 Campanile Dr. City: San Diego State: CA Zip Code: 92182
 Student Phone #: (619) 594-6323 Student E-mail address: trixie@sandi.net
 Date of Birth: Mo: 10 Day: 10 Year: 2002 Sex: Male Female

Student's Citizenship Status: U.S. Citizen Permanent Resident (1151, 1551) Other
 Student's Ethnicity:
 1) Do you identify as Hispanic/Latino(a)? Yes No (If "NO", complete #2)
 2) Check all that apply: America Indian or Alaska Native Asian Black or African American
 White/Caucasian Native Hawaiian or Other Pacific Islander Other

Are you in an ELD/ESL (English as a 2nd Language) class? Yes No
 Are you participating in another outreach program? (Please Circle: SDSU Talent Search, SDSU Upward Bound, WAIUPA Talent Search, WAHUPA Upward Bound, UCSD Upward Bound, other: _____)

Parent(s)/guardian(s):
 Family's Taxable Income range: Under \$18,210 \$18,211-\$24,690 \$24,691-\$31,170
 \$31,171-\$37,650 \$37,651-\$44,130 \$44,131-\$50,610
 \$50,611-\$57,090 \$57,091-\$63,570 More than \$63,571

How many people live in your home (including yourself)? 7

Please select the highest level of education completed by the parent(s)/guardian(s):
 Parent/Guardian#1: Less than HS High school Community college Technical/Vocational
 Bachelor's degree Masters +
 Does the student live with this Parent/Guardian? Yes No
 Parent/Guardian#2: Less than HS High school Community college Technical/Vocational
 Bachelor's degree Masters +
 Does the student live with this Parent/Guardian? Yes No

All of the above information is true to the best of my knowledge. I authorize you to release information to the SDSU Talent Search Program including grades, attendance, program participation, and test scores for my child. I also give permission for the use of my child's name and/or photograph for editorial, promotional, recruitment or educational purposes. All information will be kept confidential.

Student Signature: Trixie Tang Date: 2/02/19
 Parent Signature: Laura Tang Parent Name: Laura Tang Date: 2/02/19
 Parent phone number: (619) 594-6323 Parent e-mail: laura@live.com
 Staff/Tutor Name: Jimmy N. Teacher: Tomer Period: 3

The contents of this document were developed under grants from the Department of Education. Moreover, those contents do not necessarily represent the policy of the Department of Education, and they should not be construed as such. The SDSU Talent Search programs are 100% federally funded. 08-715-18

Emergency Protocol

The safety of all students is most important

What is an Emergency Student Issue?

- Student is injured
- Student indication of violence
- Written/Verbal/Actions that indicate a student might hurt themselves
 - A student might hurt other(s)
 - A student might be depressed
 - A student might run away
 - Signs that indicate a student has been hurt
 - Suspicion of being under the influence
 - Suspicion of being in the possession of a weapon or illegal contraband
 - Visual/behavior changes clearly outside the room

If you are not sure it is Emergency Student Issue just ask, we will follow up.

What do we do?

- Take action – Always be cautious, and choose immediate intervention
- Contact Teacher if needed
- Student should be walked, escorted, or picked up from classroom
 - Contact teacher in class or receptionist to get campus security escort to pick up student from classroom if you are unable to get them to office
 - Send another student to office for assistance
 - Follow up with an in person conversation, phone call, or email

If the student, leaves the room before contact is made, immediately notify the office

- ❖ For safety: Pathways (Nadia, Liz, and Valeria) need to be contacted ASAP after all students are safe. You may use your phone to send these emails and make these phone calls.

Tutor is left alone with students

- Contact main office
- Get the attention of the neighboring teacher
- Be positive

Mandated Reporting

California law requires mandated reporters to report known suspected child abuse neglect.

WHEN REPORTING ABUSE IS REQUIRED

As a mandated reporter, whenever in your professional capacity, within the scope of your employment, you have knowledge of or observe a person under the age of 18 years whom you know or reasonably suspect has been the victim of child abuse neglect, you must report the suspected incident (Penal Code § 11166).

PROCEDURE FOR REPORTING

To make a report, you must use the following procedure:

Immediately, or as soon as practically possible, contact the cooperating teacher you are placed with and let them know. Do so in a way that maintains confidentiality.

Report the information to your supervisor – Nadia Rohlinger and/or Liz Buffington

ABUSE THAT MUST BE REPORTED

Physical injury inflicted by other than accidental means on a child (Penal Code § 11165.6).

Sexual abuse, meaning sexual assault, or sexual exploitation of a child (Penal Code § 11165.1).

Neglect, meaning the negligent treatment, maltreatment of a child by a parent/caretaker under circumstances indicating harm/threatened harm to the child's health/welfare (Penal Code § 11165.2).

Willful harming or injuring or endangering a child, meaning a situation in which any person inflicts, willfully causes, or permits a child to suffer unjustifiable physical pain, mental suffering, or causes/permits a child to be placed in a situation in which the child's health is endangered (Penal Code § 11165.3).

Unlawful corporal punishment or injury willfully inflicted upon a child, resulting in a traumatic condition (Penal Code § 11165.4).

All tutors must complete the:

- California Mandated Reporter training
- General Training
- School Personnel Training

METHODS AND STRATEGIES

Tutoring and Active Listening Techniques

1. Ten second rule. After asking a question or follow up question, or beginning a problem, allow at least ten seconds for the student to respond. This may seem like a long time, but if you are patient, often the student will have time to think of a response. Do not be afraid to allow an awkward silence to occur before you jump in. This will let the student know that you are listening and expect him or her to participate.

2. Putting down the pencil. As a tutor, try working without a pencil or pen, in order to force the student to write and be more active. Make sure the paper or book is in front of the tutee, not the tutor.

3. Echoing. Often a distortion develops between what a speaker intends to say and what a listener actually hears. To improve communication and help a student clarify what he or she is trying to say, a tutor should reflect or restate what he or she has just heard. For example: "I heard you say...Am I right?" "Are you saying that..." "In other words..."

4. Probing. Probing can be useful for helping a student understand reading assignments, prepare to write, review a concept for a test or quiz, or for conversation in a foreign language or ELD. A probing response forces the tutor to listen carefully, and pushes the student to think and move beyond the first statement.

- **Clarifying** - Asking a student for more information or meaning, restate

Examples: "What do you mean by that?" "Tell me more!" "Be more specific." "Anything else?" "So what's an example of that?"

- **Challenging** - Asking a student to justify, reflect, or think about answer

Examples: "What are you assuming?" "How can that be?" "How would you do that?" "Are you sure?"

- **Refocusing** - Asking a student to relate the answer to another idea or topic

Examples: "How is that related to..." "If this were true, then what would happen if..."

- **Requesting Summary** - Asking for a restatement of what has just been said or learned, in terms of content and process.

Examples: "O K, now you explain back to me what we just said." "Now you teach it to me." "Summarize the steps for me."

5. Modeling a thought process. Breaking a task into parts. Modeling can be useful for solving problems in math and science, doing grammar exercises, teaching study skills, studying for a test, reading a textbook, or revising a paragraph. **a. First**, ask the student how they would approach the problem. Look in the book and class notes. They may not realize how much they already know. **Examples:** "What did you learn in class?" "How would you start this?" "Then what would you do?" **b. Next**, model your own processes for the task by thinking out loud as you SLOWLY do the task. **Examples:** "Hmmm, what do I do now?" "I usually begin by..." "Then I figure out if..." **c. Then**, do another example together slowly, step by step, asking the student what to do for each step. **d. Next**, have the student do the task alone, observing, giving encouragement, and coaching him or her along the way. **Examples:** "Good, keep going!" "Remember what you do next..." "Do you want to write down the steps so you can remember them?" **e. Finally**, fade into the background and let the student take on responsibility for the task. **Examples:** "Great! Show me how you will do this when you are studying this by yourself."

Cultural Sensitivity

Students from other cultures may compose arguments in a manner that could be mistaken as an area of academic weakness. Some cultures discourage students from disagreeing with authorities or challenging teachers and tutors. Personal space, eye contact, speech volume, and even how questions are phrased can be very culturally weighted. If you feel like miscommunicated cultural cues are interfering with your tutoring sessions, try addressing the issue directly by approaching the topic with curiosity and openness.

Preparation

You should be able to tutor your student(s) in your area of expertise with the proper preparations. Have a tentative

plan of what you want to accomplish in each tutorial session. Be honest when you are not sure of an answer and feel free to ask for help, or refer the student to another tutor or Intervention Specialist.

Rapport

Your effectiveness as a tutor will depend largely upon your ability to develop a good working rapport with the student. Before the student will reveal academic weaknesses or accept correction from you, they need to know that you respect and have an authentic interest in their academic process.

Involving the Student

You should rarely resort to lecturing on the material the student has already read or heard about in class. Reading and lectures have already failed to teach the student what they need to know. Involve the student actively during this session, specifically what the student wishes to understand. Then, ask the student to explain what they do understand about the material thus far.

Patience

A student will more than likely be uncomfortable in a situation where their academic capabilities will be visible. It is important that you help the student develop confidence in his or her academic abilities. This can be done in part by always allowing the student time to find his or her own answers when you are working together, and having the patience to determine what the student is asking you. Learn to rephrase a difficult question instead of simply supplying the answer.

Goal Setting

Set limited goals with each student; such goals will help you to monitor and honestly praise signs of improvement. Avoid long-range goals, as they can be frustrating for a weak student and concentrate instead on high but realistic short-term goals so that you can genuinely encourage and praise their progress throughout the semester

Learning Styles and Tutoring Strategies

Discovering and using learning styles is one key to being a successful tutor. Like everything else about your students, their learning style is uniquely their own, different from anyone else's. Learning styles are a characteristic and preferred way of learning. Another way to look at learning styles is to think of them as the conditions under which an individual finds it easiest and most pleasant to learn. Learning styles are primarily visual, auditory, or kinesthetic (tactile). Visual learners prefer to learn by reading or watching. Auditory learners like to learn by listening. Kinesthetic learners learn by doing, by touching or manipulation of objects, or by using their hands. Although students can learn to adapt to learning styles that are not their preferred ones, most people have difficulty at first when asked to do something that seems unnatural to them. The most successful tutors are those who can present material in a variety of ways using a combination of teaching methods in order to reach the diverse learning styles of their students.

Tutoring Strategies for Visual Learners

1. Use a white board when possible
2. Use flash cards for key concepts
3. Allow time for the student to write down notes
4. Use as many visuals as possible: pictures, diagrams, charts, etc.
5. Use demonstrations whenever possible
6. Write out all key phrases, words, terms, etc.
7. Create outlines for lessons, learning blanks for the student to complete
8. Encourage the student to chart out information using maps, diagrams, etc.
9. Have the student copy problems and examples
10. Present lesson objectives at the beginning of a lesson and summary at the end
11. Provide additional worksheets for later practice and reinforcement
12. Encourage students to keep a notebook/ folder of all written work for each lesson/unit

Tutoring Strategies for Auditory Learners

1. Always present material orally
2. Encourage discussion
3. Have the student read aloud
4. Ask the student to repeat directions, key concepts, etc.
5. Ask the student to summarize main points
6. Try to maintain eye contact
7. Encourage the student to think out loud
8. Vary the tone and intensity of your voices
9. Plan sessions that are organized in sequential order
10. Give directions orally with only two or three steps at a time
11. Encourage the student to speak answers aloud before writing

Tutoring Strategies for Kinesthetic or Tactile Learners

1. Have the student try out a problem on a board
2. Encourage the student to make their own flashcards
3. Give demonstrations while allowing the student to perform, step by step
4. Plan ways for the student to manipulate the materials
5. Use concrete examples to help the student use the skills gained
6. Involve the student in the planning of the tutoring session
7. Use computer assisted programs, so students can type and move a mouse
8. Use association techniques to link new learning with past experiences

Tutoring Students with Learning Disabilities

An individual with a disability is a person with a physical or mental impairment, which substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, working, or learning. One of the major mental impairments is a learning disability. A learning disability is a neurological condition that interferes with a person's ability to receive process, store and respond to information. Learning disabilities can affect one's ability to read, write, speak, spell, compute math, reason and may also affect a person's attention, memory, coordination, social skills, and emotional maturity. Typical learning difficulties include, dyslexia - problems with reading, dyscalculia - problems with math concepts, and dysgraphia - writing problems.

- Dyslexia - a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder.
- Dyscalculia - a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.
- Dysgraphia - a writing disability in which a person finds it hard to form letters or write in a defined space.

The following is the list of strategies that you may use when assisting students with disabilities.

- Reduce interference between concepts or applications of rules and strategies by separating practice opportunities until the discriminations between them are learned.
- Make new learning meaningful by relating practice of sub-skills to the performance of the whole task, and by relating what the student has learned about mathematical relationships to what the student will learn next.
- Teach easier knowledge and skills before difficult ones.
- Ensure that skills to be practiced can be completed independently with high levels of success.
- Help students to visualize math problems by drawing.
- Give extra time for students to process any visual information in a picture, chart, or graph.
- Do math problems on graph paper to keep the numbers in line.
- Use uncluttered worksheets to avoid too much visual information.
- Use distributive practice: plenty of practice in small doses.
- Challenge critical thinking about real problems with problem - solving.

Potential (and typical) Challenges for Tutors and Tutees:

1. A tutee expects you to do the work for them, or tell them the answers: Remind the student of the guidelines you established and that your primary goal is for them to be independent. If necessary, remind them of your shared responsibilities to uphold the Honor Principle.
2. An individual tutee who fails to show up for an appointment, or who shows up late: Follow whatever guidelines you set up in your first meeting (we suggest allowing one missed appointment). Stress the student's responsibility in letting you know ahead of time (whatever time window you agreed on) if an appointment can't be kept or if they are running late. If disrespectful behavior continues, end the tutoring with an explanation as to why.
3. A tutee who is not prepared for the session or is showing little effort: Students may be unprepared at the first session because they don't understand what tutoring is all about. A well-structured first session can eliminate this problem. You'll most likely know that your tutee is coming ill prepared to your sessions if you feel as though you're doing all the work. In that case, you probably are! While most students who seek tutoring are genuinely motivated to do well, some tutees might still resist hard work. If the problem continues, explain their commitment and responsibilities to tutoring, as well as yours. Review their goals and priorities for the class to ensure you are meeting their needs most effectively. Talk with them about this, but again, let them do the work. You also might try rescheduling one appointment to make it clear you're willing to work together if they come prepared.
4. A tutee who is becoming too dependent: Begin by reviewing your responsibilities and goals with your tutee. This explanation might help them see the limits of your job as a peer tutor. Also consider ways you can wean the student by doing less and less for them.
5. An angry student or one who is overly demanding: Just because tutoring is a service you are providing for compensation does not make it ok for anyone to be aggressive, mean, hostile or condescending to you. Ever.
6. A tutee who is insisting on an immediate session when you don't have time: It's sometimes hard to say no, but demanding behavior should not be encouraged; it sets a bad precedent and creates unrealistic expectations for the future. If you don't have time to meet, they can meet with another tutor or see their faculty.
7. A tutee who complains about the teacher: You may encounter a student who expresses their difficulties with a particular course by blaming poor teaching or a "bad" teacher. While a shared opinion about that teacher might strengthen your personal relationship with your tutee, it is unprofessional and will ultimately sidetrack the tutee from mastering the material.
8. During after school tutoring, too many students asking for help at once: Try a triage system that might identify common problems within the group, getting everyone busy, and then rotating, spending a few minutes with each student and then having them work as you move on to another. You can also consider asking students to work together, explain information to each other, and share their approaches to a problem.
9. A tutee whose academic difficulties appear to be more extensive than just one course or more than you can address through tutoring: As a tutor, you are there to help facilitate learning, but the teacher has the ultimate charge. Think about what questions you could help the student formulate as they prepare to meet with their professor. Struggling in multiple courses may be a sign of personal, health, psychological, or disability-related difficulties that could require a combination of resources and/or time away to solve.