



Tutor Training Handbook

Academic Success & Access Programs

(585)785-1392

<http://www.flcc.edu/learningsupport/index.cfm>



Success. It's In Our Nature.

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I. Introduction

Welcome to Academic Success and Access Programs (ASAP)!

Peer tutors are powerful assets to Learning Centers and other student support agencies. Benefits to both tutor and tutee include higher academic achievement, stronger peer relationships, and increased academic motivation (Taylor, 1989; Topping, 2008). We know that some students hesitate to use support services, but studies find that “the rapport established between [peer tutor and tutee] takes away much of the stigma attached to being tutored” (Gartner & Riessman, 1994).

In addition, peer tutors are uniquely poised to become role models of learning and to foster communities of knowledge with their peers. They develop self-awareness when considering their own challenges, experiences, and beliefs, and can then model and share this process with peers (Driscoll & Harcourt, 2012).

Tutoring requires flexibility and you may take on multiple roles during your time working in ASAP, but our primary goal is always to help students become more confident, successful, and self-directed as learners.

This manual is designed to give you general information about the position and help you navigate some of the challenges you face as a peer tutor (and as an employee of the College generally). The information contained here will supplement your training and ongoing evaluation process. It is *not* intended to be a comprehensive guide. In fact, we hope that reading this handbook helps you to generate new questions.

To that end, we welcome your thoughts, comments, or questions at any time. We are all here to support you and ensure your success as a tutor!

Colleen Johnson, Director

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II. Mission and Goals

Academic Success and Access Programs is an inclusive conduit for academic support services, in partnership with FLCC educators, encouraging independent student learning, self-advocacy and fulfillment of individual goals.

Peer Mentor Program Goals

1. Recruit, hire, train, support, and retain qualified students as peer tutors
2. Evaluate peer tutors' performance at regular intervals and offer ongoing support for improvement
3. Maintain an atmosphere of professionalism and respect in the tutoring centers at all times
4. Certify trained peer tutors using CRLA Level 1 guidelines as outlined below:

CRLA Level 1 Certification:

A. Minimum of 10 hours of training as follows:

- Participate in at least 6 hours of face-to-face tutor training
- Observations-
 - (new tutor observing returning/professional x 3)
 - (coordinator observing new tutor x 1 or more)
- Self-Evaluation at least 1 x per semester
- 1:1 debrief with supervisor at least 1 x per semester (results of self-evaluation will be discussed)

B. Maintain GPA requirements

C. Minimum of 25 hours of documented tutoring experience

III. Peer Tutor Job Description:

Math Center, Write Place, General Tutoring

Responsibilities Include:

- Work with students on a one-on-one basis or in small groups
- Ask open ended questions to generate thoughts related to course content to help the student/s understand the material and grow into self-directed learners
- Incorporate academic strategies (time management, study skills, note taking) into sessions
- Serve as a positive role model by displaying responsibility and maturity
- Arrive promptly for tutoring session or shift
- Maintain a professional and welcoming demeanor at all times
- Respect students' rights and confidentiality
- Ensure tutee has signed in and out
- Manage appointments responsibly; if you need to be absent be sure to notify your supervisor
- Explain tutee evaluation form and ask the tutee to complete it
- Correctly complete your online time card in Web Advisor (every two weeks).
- Tutors must attend the paid CRLA Level I Tutor Training - which provides the knowledge and practical skills necessary to become a successful tutor

Qualifications:

- Applicants must have evidence of success within the course/s they wish to tutor (A or B in the course). *Under special circumstances a grade of less than B in the course will be accepted if the student can document experience equivalent to grade of A or B in the content being tutored.*
- Must be enrolled in a minimum of 6 credit hours for each period of enrollment (Fall, Spring) at FLCC and must maintain satisfactory academic progress.
- Receive a recommendation from a professor teaching the content area and complete an interview with the tutor coordinator
- Tutors will utilize interpersonal skills which include patience, strong verbal and organizational skills, communication skills, critical thinking, and the ability to work with students from varied backgrounds and a variety of skill levels

Rewards:

- Opportunity to gain leadership experience and gain deeper understanding of tutor content area

- Assist fellow FLCC peers with understanding course content and build confidence to succeed
- Develop relationships with faculty members, tutor coordinators, and peers

IV. Tutoring in a Nutshell

Definition of Tutoring

While tutoring is a flexible endeavor and sessions can take many forms (one-on-one, group, online, to name just a few), our task is always to support student learning and foster independence and growth in our tutees.

Fact & Fiction

Tutoring Is...	Tutoring Isn't...
collaborative and student-centered	usurping ownership
helping students understand and correct their own errors	correcting errors
offering an honest assessment of the student's strengths and weaknesses in a safe and supportive environment	unconditional praise
focused on providing <i>academic</i> support (with referrals to other areas as appropriate)	therapy
equipping tutees to find their own answers and modeling how to seek help when you don't know something (by asking for help in front of the tutee!!!)	being an expert

Active Listening Skills

Arguably, active listening is the single most important tool in a tutor's toolbox. While it sounds simple, active listening requires a blend of techniques that convey your interest and attention to the tutee.

Attentive Body Language & Nonverbal Cues

- Does your posture convey interest to the tutee?

- Are your facial expressions appropriate to topic you are discussing?
- Do you nod, or use other non-verbal signals to indicate your attention to what the tutee is saying?

Closed and Open-Ended Questions

Closed Questions are used for purposes of gathering information quickly. They usually elicit “Yes/No”, or brief answers. Examples include:

- What is your name?
- What class is this assignment for?
- Did you bring your class notes with you today?

These can be used to learn more about the tutee in the preliminary stages of a tutoring session or get a talkative tutee back on track.

Open-Ended Questions are broad and could have many answers depending on the student’s knowledge or feelings. Typically, they elicit long, full responses from the tutee. Examples include:

- What brought you in here today?
- What kind of feedback have you been getting from your instructor?
- Which parts of this assignment do you feel confident about?
- How does that make you feel?

These are *wonderful* for learning more about how your tutee thinks, assessing strengths and weaknesses, helping the student gain a sense of agency or self-awareness—in short, doing **all** of the things we want a productive tutoring session to do.

A small cautionary note: for some students, too many of these questions can be overwhelming, especially if they are feeling utterly lost/confused. Attending to your tutee’s nonverbal cues can alert you to a student’s feelings in this situation and help you adjust your conversation accordingly.

Paraphrasing

- Do you sometimes restate the speaker’s ideas in your own words?

- For example, “What I think I’m hearing you say is that....”

Summary

- After covering broad topics or large chunks of material, do you revisit the main ideas?
- Do you also summarize what the student has accomplished at the end of each session?

Reflection

In this case, we are talking about serving as a mirror or “reflecting” back to the tutee attitudes, feelings, areas of understanding, etc. that we have noted during the session.

- You seem really frustrated today
- It looks like this assignment is going more smoothly than last week’s
- Hmm. Is it fair to say that you feel clear about Concept A, but are still a little confused about Concept B?

Difficult Situations

We all encounter situations while tutoring that challenge us, take us off guard, or leave us wondering, *what just happened?* Alas, there are no magic solutions or one-size-fits-all answers for resolving these situations. As you gain experience, you may refine or add to the suggestions listed here.

- Reach out: ask another tutor, a professional staff member, or your Coordinator
- Know your resources
- Have the courage to admit you don’t know an answer and use the opportunity to model your problem solving process by turning to appropriate resources. Be assertive
- Never stay in an uncomfortable or dangerous situation! You have the right to feel safe at all times. If you do not feel comfortable, first get to a safe location. Then, using your best judgement, alert one or more of the following: your Coordinator, Campus Safety, or emergency services (dial 911).

V. Center Policies

Professional Practicalities:

- **Tutor training:** For peer tutors, scheduled Saturday trainings are mandatory. (They may be made up if unavoidable circumstances prevent attendance.) Your coordinator may arrange other meetings over the course of the semester; we understand that everyone's schedules are busy, but these should be considered as part of your job (they will be counted as paid time), and it is your responsibility to work with your coordinator as needed to find times when you can meet.
- **Cell phones:** Please silence your phone while you are on duty as a tutor. You should not be using your phone, whether for talking, texting, browsing, or otherwise, while working with students.
- **Noise levels:** Always be mindful that our tutoring centers are shared spaces. While it is inevitable that they will be noisy at times, please help us keep it under control. Inside voices, please—and if you find yourself falling into an ever-louder spiral of vocal one-upmanship with your fellow students and tutors as you strive to make yourself heard, it is acceptable to politely ask others to be quieter.
- **Email:** Please provide an email address to your center's coordinator that you check regularly (at least 1-2x a week), as time entry reminders, tutor training communications, and center updates will be sent to that address.
- **Logging students in and out:** Never assume that students will remember to log their visits in TutorTrac as they enter and leave the Center. (This is doubly true in the Write Place, where students frequently make appointments in advance and then believe that there is already a record of their attendance in the system.) If you are working with a student who you did not see log in as they entered, ALWAYS ask them if they did so as a part of beginning your tutoring session. ALWAYS remind students to log out as they leave; if you have time, check that they are entering their info correctly.
- **Timeliness and missed shifts:** Whenever possible, please notify your supervisor at least 24 hours in advance if you will be late for a shift or need to miss it. We understand that life will not always make advance warning possible; however, you are expected not to abuse this understanding. Additionally, if you are habitually late or absent, you may be asked to

readjust and possibly reduce your hours to a schedule you can more easily keep, at your supervisor's discretion.

Philosophy & Ethics:

- **Respect:** As stated in the Code of Ethics of the Association for the Tutoring Profession (ATP), “[t]utors will respect the dignity and worth of all people... [and their] cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status” (ATP, 2016). This is not something we’re flexible on.
- **Our roles as tutors:** We are here to help students learn, not to do their work for them. You are not responsible for the grades of anyone you work with, and your evaluations will not depend on how your tutees perform in their classes.
- **Conflicts of interest:** As a tutor who is also a student, you may have friends and classmates who seek out your help. Remember that you are working with them in a professional context; they must still be responsible for their own work, and you are still not responsible for their grades. This is something you need to be open about; it is fine to ask them to work with a different tutor if you are not comfortable maintaining that distinction between professional and personal relationships.
- **Confidentiality:** As a tutor you may learn confidential information about fellow students or employees at the college, or about the college itself. Such information may include academic records and progress, disability status, and other private information, and needs to be KEPT confidential.
- **Some confidentiality specifics—interactions with instructors, and who to talk to if you’re concerned about a tutee’s behavior:** Talking to profs about their students *in general terms* is fine and welcome if you find yourself in a situation to do so. “I’ve seen half a dozen of your students this week and almost all of them were confused about topic X” is useful information that there’s no problem with sharing. However, conversations naming specific students need to be left to the coordinator’s discretion. If you have concerns about a tutee which you think their professor or anyone else should be aware of, PLEASE let your coordinator know.
- **Academic integrity:** FLCC’s views on academic honesty and dishonesty are outlined in the College Catalog. While we can’t ultimately control the choices any student makes, as tutors we can and should create an environment in which honesty and individual effort are valued

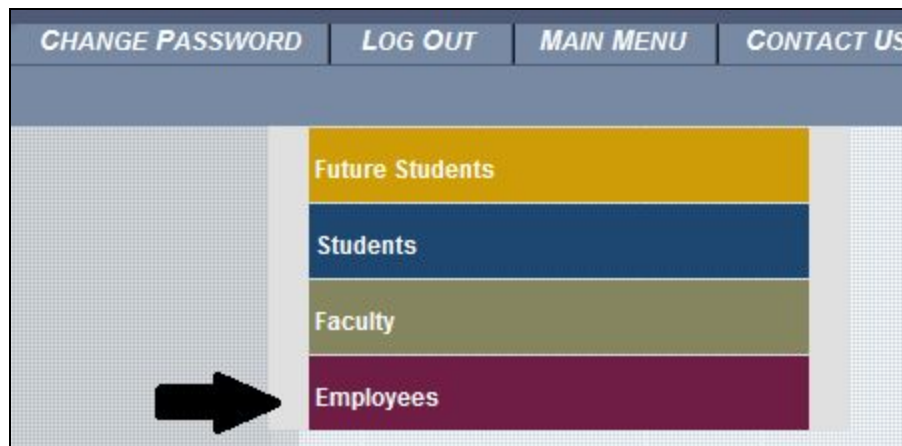
and encouraged. As a corollary, we should not be supporting academically dishonest actions on the part of our students, directly or tacitly. If you're aware of such actions, please let your coordinator know; if you're not comfortable talking to the student yourself about their behavior, please ask your coordinator to do so.

If you're unsure about any of the above: Your coordinator is there for a reason. TALK TO THEM!

VI. Center Procedures (WebAdvisor, TutorTrac)

WebAdvisor:

As a tutor, you will still use your student login and password for [WebAdvisor](#), but all info relevant to your work will be found in the Employees section rather than the Student section.



Time entry:

Paydays are every second Friday. Time entries are due in WebAdvisor a week before each payday. Your coordinator will send out reminder emails to all staff when entries are due, but it is your responsibility to make sure that your hours worked are entered promptly and accurately.

On the right-hand side of the page under **Time Entry and Approval**, click on [Time entry](#).



A screen which looks like the following will appear:

Position Title	Pay Period End Date	Pay Cycle	Department	Location
Student Aide-Math Center	08/05/17	Bi-Weekly Payroll	Academic Commons	Canandaigua Campus

Leave Type	Leave Balance
Not Applicable	

Date	Day	Time In	Time Out	Annual Leave Hours	Sick Hours	Other Time H
07/23/17	Sunday					
07/23/17	Sunday					
07/24/17	Monday					
07/24/17	Monday					
07/25/17	Tuesday					
07/25/17	Tuesday					
07/26/17	Wednesday					

The only two columns you will need to use are Time In and Time Out. Enter these for each shift you worked, in the format hh:mmAM or hh:mmPM (with no space between the time and the AM/PM). For example, a 9:00 to 12 shift would be entered as 9:00AM in the first box and 12:00PM in the second.

Date	Day	Time In	Time Out	Ar
07/23/17	Sunday			
07/23/17	Sunday			
07/24/17	Monday	9:00AM	12:00PM	
07/24/17	Monday			

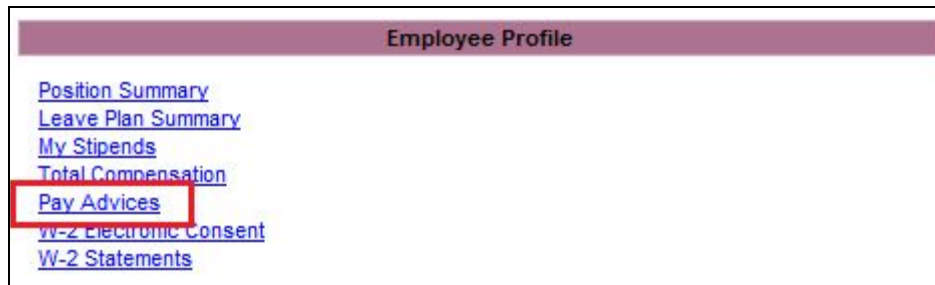
When you have entered all of your shifts for the pay period (and you're SURE THEY'RE CORRECT; you can't go back after this point), check the signature box below the form, and then click Submit.

Checking this box becomes your electronic signature acknowledging your submitted time as accurate and ready for supervisor approval

- WebAdvisor will then automatically send an email to your coordinator, letting them know that you've submitted your time. You will get an email back letting you know when your coordinator has approved it (or denied it, but that shouldn't happen if you're entering it correctly.)

Viewing pay stubs:

On the left-hand side of the page under **Employee Profile**, click on [Pay Advices](#).



A list of all pay dates for the current calendar year will appear. Click on any date to view payment info, or select a previous year from the dropdown menu to see payments for that year.



Any questions about pay or hours should first be discussed with your supervisor to determine next steps.

TutorTrac:

TutorTrac is the software we use to log students in and out of our Centers, record the frequency and length of visits to particular tutors or Centers, display our schedule and manage appointments (when applicable), among other things. Essentially, it creates a vast repository of information about our Centers that is critical to **you** when tracking your progress towards CLRA certification, useful to Coordinators when monitoring data related to usage or working to improve services in our Centers, and necessary for the College when making decisions about funding, initiatives, policies, and advertising.

In other words, it's a *super big deal* and we need you to be vigilant about ensuring that we are collecting accurate data.

Logging tutees in and out

Logging in:

- When students enter one of the tutoring centers, they need to log in via the TutorTrac Kiosk which will be open on a laptop at the entrance. They can do this by entering either their student ID number or part or all of their name in the "Log Student" box at the top of the page.



The image shows a digital interface for logging students. At the top, there is a blue rectangular header with the text "Log Student:" in white. Below this header is a white rectangular box with rounded corners. Inside this box, the text "Log Student:" is followed by a search input field. The input field has a magnifying glass icon on the right side, indicating a search function.

- To enter a name:
 - Enter last name only, which will bring up a list of students from which the tutee can select themselves, OR
 - Enter last name, followed by a comma and a space, then first name. So Sam Smith would have to enter Smith, Sam.

- Once TutorTrac has identified the student, they will be presented with a list of courses they are currently taking at FLCC and a list of general visit reasons. They must select both the course they are seeking help with, and one of the visit reasons, then click Continue.

Please choose a reason and subject for the visit:

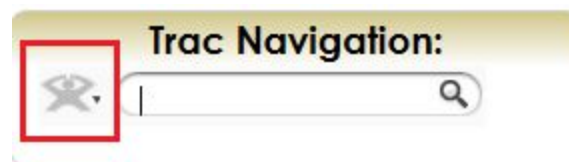
Subject:	Reason:
CHM-122 40 1703 General Chemistry II	Exam or Quiz Prep
CON-190 40 1703 Conservation Field Camp	Homework Help
Other	Instructor Office Hours
SCI-200 40 1703 Global Ecosystems	Studying
SOC-100 U2 1703 Introduction to Sociology	

Logging out:

- Again, enter ID or name. The student will be asked whether they worked independently or with a tutor, and which tutor they worked with. Please note: **accurately tracking tutoring hours for your CRLA certification depends on the students who worked with you logging in & out correctly and selecting your name at logout. PLEASE make sure they do so.**

Entering your available hours in the calendar:

- From the main page in TutorTrac, click on the icon to the left of the search bar in the upper-left corner of the screen, under Trac Navigation:



- Select Schedule from the drop-down menu that appears:



- This will take you to your weekly schedule. Here you can click and drag to create a block of time when you are available.



- When you release the mouse, a window will appear allowing you to set details about your availability.



- From this window you can specify whether you are available for appointments or drop-in tutoring only.
 - DROP-IN ONLY (Math Center & General Tutoring): make sure that the Max Students box is set to 0.

- APPOINTMENTS (Write Place):
 - Enter 1 in the Max Students field.

- Enter 00:30 for “Divide into Slots.”

- Another field labeled “Activate multi-slot booking” will appear; enter “30;60” (without the quotes). This will allow students to choose appointments of half an hour or an hour.

- In “Date From” and “To” enter the start and end dates of the semester.

Center: Math Center ▾
 Max: 0 students.
 Date From: 9/6/17 To: 12/22/17
 From: 9:00a To: 12:00p

- If you work the same block of time on multiple days of the week (e.g. 9am - 12pm Monday, Wednesday & Friday) click all applicable days to highlight them.

Center: Math Center ▾
 Max: 0 students.
 Date From: 9/6/17 To: 12/22/17
 From: 9:00a To: 12:00p
 Days: MON TUE WED THU FRI SAT SUN All None M-F

- Click Save.
- Repeat and add all shifts you work to the schedule.

VII. Exploring Campus Resources: Who does what, now?

ASAP Resources

Academic Success & Access Programs is a large department offering a wide variety of student support services. If you would like to refer a student, or if you just have questions about what services are offered, please feel free to give any of us a call or stop by our Centers to see us in action.

OFFICE	CONTACT PERSON	TELEPHONE
Disability Services	Melissa Soules	585-785-1441
The Math Center	Cris Kenney	585-785-1566
Science Incubator	Melissa Miller & Angela	585-785-1639 (Melissa)

	Dutcher	
General Tutoring	Colleen Aiezza	585-785-1391
The Writing Center	Sarah Blank	585-785-1602
Educational Opportunity Program (EOP)	Nicole Siegwarth	585-785-1647
Placement Testing	Veronica Bargy	585-785-1761
Academic Strategies Appointments	ASAP Staff	585-785-1392

Additional Campus Resources

If the students you tutor indicate that they may be seeking additional academic or personal support, please refer them to one of the following campus resources. If you do not know who to refer the student to please contact the coordinator of your area.

OFFICE	ROOM NUMBER	TELEPHONE
Academic Advising, Career and Transfer Services (AACTS)	1115	585-785-1268
Campus Book Store	1020	585-785-1685
Campus Safety & Emergency	2202	911
Community Standards & Counseling	1155	585-785-1211
Computer Help Desk	3815	585-785-1419
Library	2540	585-785-1371
ONE STOP	1045	585-785-1000
Online Learning	3792	585-785-7474
Student Health Services	3815	585-785-1297
Student Life	2120	585-785-1264

VIII. Legal Stuff You Should Know

Definition of a Student Employee

According to FLCC's Student Employee Training Guide, a student employee is one who is primarily pursuing an educational goal at the College on at least a half-time basis (6 credit hours) and is employed in a student position. Student employees are not regular employees, nor are they considered classified temporary help. They do not receive benefits that are provided to regular employees under contract to the College. FLCC policy does not allow student employees to work over 20 hours a week.

While student employees provide invaluable service to college divisions and departments, they shouldn't be considered permanent employees; they may be terminated without cause, and when unemployed, they are not eligible for unemployment benefits.

Federal Work Study Employee Guidelines

A student must apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) and be determined eligible in order to be considered for Federal Work Study funds. The total FWS award depends on the application date for financial aid, the date follow-up documents are submitted, the level of need and academic progress, and the funding level of the College. Students who are not awarded may petition with the Financial Aid Office to be considered when more funds become available. International students may not be employed in FWS positions.

- You will be awarded an allocation for each semester. Supervisors and students are responsible for keeping a record of the student's earnings and terminating all work once the FWS allocation for the semester is earned
- You are required to maintain satisfactory progress towards an eligible degree or certificate program
- You are permitted to work up to 20 hours per week any time during the academic year. If there are monies available, FWS students can work up to 35 hours per week in the Summer provided that you:
 - Submit a Summer Federal Work Study Petition signed by the supervisor requesting your services
 - Be registered for the following Fall semester at FLCC
 - Have applied for financial aid by March 15 (FLCC priority deadline)
 - Have submitted all follow-up documents
- You are not allowed to work College official holidays
- You may not work during a time you are scheduled to be in class (even if the class is cancelled)
- You must maintain a minimum of 6 credit hours per semester. If you drop below that limit, you must stop working and the balance of your allocation will be canceled
- If you do not use your FWS allocation for a particular semester, you will lose the unused portion

College Funded Student Aide Guidelines

- You may work up to 20 hours per week any time during the academic year
- You may not work overtime or on FLCC approved holidays. Overtime is defined as over 40 hours in one week or over 8 hours per day
- You must maintain a minimum of 6 credit hours per semester. If you drop below that limit, you must stop working
- During Summer, current enrollment is not required. Students may work up to 35 hours per week with anticipation of Fall enrollment at any college for 6 credit hours or more

Work Hours, Pay, and Breaks

- It is your responsibility to keep and record daily work hours. Time recorded should reflect actual hours worked; do not make adjustments
- You must not work extra hours or days without your supervisor's permission (no "trading shifts" or "covering" for another worker without talking to your coordinator first)
- You can take a 15 minute paid break if you are scheduled for 4 or more hours of work
- You must take a 30 minute unpaid lunch break if you are scheduled for at least 6 hours of work
- The pay period is 2 weeks, from Sunday through Saturday. Pay dates are bi-weekly on Fridays. Web time entry should be completed the Friday before payday. If you do not enter your time promptly, pay may be delayed until the next pay cycle.

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