

# TUTORING



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## TUTORING COURSE DESCRIPTION (1/2 unit, Gr 11-12)

Welcome to *Tutoring*! The intent of this course is to provide training and tutoring opportunities for A+ students. Prior to being assigned and released to classrooms, tutors will discuss and learn skills that will be helpful to them as they complete the class.

During training students will be introduced to a variety of tutoring skills such as learning styles, listening skills, positive reinforcement, and organizational skills. Other topics discussed will include professionalism, appropriate attire, privacy issues, responsibilities, and dependability.

Once training is complete, placement will be made by the A+ Coordinator. Tutors will earn approximately 25-35 hours of supervised and documented tutoring in addition to required coursework. To enroll in this class, students must receive A+ Coordinator approval and meet A+ Schools Program requirements (2.5 GPA, 95% attendance, and good citizenship). It is recommended that students working for A+ eligibility enroll in the class two times, since it is difficult to log the 50 hours required by the A+ Schools Program in one 9-week term.

## TEXTBOOK

Printed material is distributed to students in the form of handouts rather than textbooks.

## A+ SCHOOLS PARTICIPATION CRITERIA

Any student wishing to participate in A+ Program eligibility must be on track to meet the participation and eligibility requirements listed below. In order to participate in A+ Tutoring, you must:

- Be a junior or senior, and attend Tutor Training Orientation during the first week of class
- Sign an A+ Schools Agreement and A+ Schools Citizenship Guideline prior to enrolling
- Attend an A+ designated school for the last three consecutive years immediately prior to graduation
- Maintain a cumulative, 4-year 2.5/4.0 non-weighted GPA
- Maintain a cumulative, 4-year attendance record of at least 95%
- Maintain a record of good citizenship as defined by the SPS A+ Citizenship Guidelines and avoid the unlawful use of alcohol and/or drugs

## A+ SCHOOLS TUTORING

Tutors may work toward qualifying for A+ financial incentives--tuition and common student fees--at any public community college or career technical school in the state of Missouri--by submitting the appropriate signed forms to the A+ Office. A minimum of 50 hours of tutoring is one of several requirements for A+ eligibility.

- Enrollment in this course doesn't *guarantee* the 50 hours of tutoring required for A+ qualification.
- It is recommended that students working for A+ eligibility enroll in the class two times.
- A+ funds are subject to annual review and availability as determined by state legislators.

District A+ School Program rules are very clear on what qualifies as tutoring and how the hours are verified.

- The tutor must help another student with academics.
- Non-academic help (i.e. coaching or mentoring) does not qualify.
- A certificated school employee must supervise tutors in an SPS elementary, middle, or high school.
- A daily tutoring time sheet must be maintained and signed by the supervising instructor.
- The time sheet must be placed in the student's record and A+ file.

Activities such as making photocopies, running errands, stapling papers, recording grades, preparing bulletin boards, supervising meals, or escorting students to other areas in the building are permissible, but should not be included as tutoring time. Likewise, tutoring time is not simply accumulated by "warm body in the classroom time". Tutors can count only time during which they are actively working with their assigned students.

## TUTORING RESPONSIBILITIES

Participation in A+ Tutoring is a privilege that carries responsibility. The following items define tutor guidelines and expectations. Write your initials in the left margin to indicate that you have read and understand EACH item.

**ACADEMIC HONESTY AND INTEGRITY** – It's important that tutors report attendance, tardies, and tutoring time honestly. Tutoring isn't just "warm body in the classroom" time; only time during which you're actively working with assigned students should be recorded. "Coaching" or "mentoring" does not count as eligible A+ time.

- Forged signatures, incorrect attendance, or tutor time reporting can result in an automatic "F" in the class. This is an excellent setting for you to practice and display your honesty and integrity!

**ADULT SIGNATURE** – You must have the signature of an adult for EVERY day of the term you're enrolled (teacher, A+ Coordinator, or parent/guardian). Time sheets turned in with days that don't have adult verification signatures can result in truant absences and points deducted from your grade.

- For school sponsored activities, your coach's/sponsor's emails will be used to verify your absence.

**ABSENCES FOR OTHER CLASSES** – Tutors SHOULD NOT miss Tutoring class to make up missed tests, complete assignments, or meet deadlines in other classes. Tutoring, just like English or Math or any other class, is "for-credit" and attendance is NOT optional. You won't receive your attendance points for the day if you aren't in your assigned area.

**ATTENDANCE** – ALWAYS let your supervisor know in advance if you're going to be absent (or by a phone call in the morning if it's unexpected). YOU are in their lesson plans for the day, and it can cause a lot of disruption if you aren't there. Clearly mark an absence on the Tutor Time Sheet and get a parent/guardian signature before the time sheet is turned in.

- Off-campus tutors who exceed 4 absences may lose their off-campus privileges and be reassigned to GHS. Any tutor (on- or off-campus) exceeding more than 4 absences will have point deductions assessed on their grade since attendance correlates to your successful completion of this class.

**ATTITUDE** – Tutoring is a class that measures emotional intelligence (self-control, responsibility, and maturity) more so than IQ or intellect. You must model respect, courtesy, and self-discipline both inside the tutor classroom at Glendale and at your assigned school. Disrespect, inattention, and/or failure to follow tutor expectations and guidelines will be reflected in the grade you earn in class.

- You should show respect to all people in the classroom; personal problems should be left at the door. Frustrations shouldn't be vented on other students or your teacher. These frustrations will be part of the learning experience even though you may not think so at the time!
- Glendale is under no obligation to place tutors in the classrooms of teachers if the student does not model an appropriate attitude.

**CONFIDENTIALITY** – You must keep all information concerning students confidential; students have feelings just as tutors do. If the student confides something the tutor feels an adult needs to know, you should talk to the student's classroom teacher or counselor.

**DAILY ENTRIES ON TIME SHEETS** – You are required to make entries DAILY on time sheets. Tutors should 1) check for reminders, 2) ask for supervisor signatures, and 3) fill out their journal entries each and every day.

- Information is also available on Tutor folders given during training. Read and know this information!

**DRESS CODE** – Tutors should follow SPS Attire Guidelines when at their assignment. Look in the mirror--from the front, back, and when seated. Clothing should reveal no undergarments or inappropriate bare skin. If you find yourself questioning whether a piece of clothing is inappropriate, it's probably a good sign that it IS inappropriate. Remember the "big shirt" rule. Don't hesitate to ask your supervisor about their school's dress code.

**DRUG/ALCOHOL RELATED OFFENSE** – Should a drug and/or alcohol-related offense (either on- or off-campus) occur during the time you're enrolled in Tutoring, you will immediately be removed from the class and participation in the A+ Schools Program.

**DUE DATES** - Tutor Time Sheets and assignments are due on the designated dates discussed in class. Due dates are also clearly marked on Tutor Time Sheets. Wear your ID badge, bring the gold Assignment Sheet, and check papers for completeness before you turn them in.

- If deadlines are missed, late points are assessed and the tutor may be removed from the assigned classroom for a period of time.

**ID BADGES** – GHS ID badges should be worn during the time students are tutoring and any time students are in the A+ Lab and/or A+ Office.

**IN CLASS ON TIME** – Off campus tutors are expected to be in their assigned classroom at the times listed on the Tutor folder. Approximately 20 minutes is allotted to tutors for travel time each way. In most instances, tutors will be able to stay longer than an hour—which will help them accumulate the 35 hours required for their grade in the class. Weather and traffic will be taken into consideration.

- On-campus tutors will follow the GHS bell schedule and will be swooped if tardy.

**MODELING APPROPRIATE BEHAVIOR** – Please follow your ‘common sense’ guide—

- cell phones
- MP3 players
- beverages
- inappropriate conversations
- smelling of tobacco
- text messaging
- feet up on desks

—are all examples of things that supervisors DON’T like their students to see or hear. The students you work with consider you to be really special. They watch and listen to everything you say—whether you’re aware of it or not!

- You should give the supervising teacher your full attention when he/she is teaching—don’t act disinterested or put your head down. Students model what they see YOU doing.
- Tutors should follow the supervising teacher’s general classroom rules.

**OFF CAMPUS PERMITS** – Tutor off-campus permits are given to serve as permission to be in the parking lot or on the way to your tutoring assignment. Permits are NOT intended to serve as permission to be in the hallways. Tutors WILL be swooped! You should leave campus promptly during the 5-minute passing times between classes and avoid loitering in the hallways during SWOOP.

**PLACEMENT** – Tutors can indicate their top three choices for schools in which they hope to be assigned, but A+ staff will match teacher needs with tutor strengths and assign teachers. Tutors cannot work in the classroom or with the students of a parent or guardian.

**TIMECLOCK** - Off-campus tutors are required to “punch in and out” at their assigned school DAILY. Failure to punch in and out will result in points deducted and/or loss of off-campus privileges.

**RE-ENTRY TO BUILDING** (2nd Block) – Remember that some doors in the building are locked after 8:15 in the morning. You’ll want to consider this in deciding where to park if you tutor off-campus.

**REPEAT TUTOR ENROLLMENT** – Repeat tutors are required to tutor in a different classroom with a different supervisor the second time they are enrolled in the class. No exceptions—please don’t ask. There are multiple reasons this policy is in place.

**REPORTING TO A+ COORDINATOR** (Mrs. Maslowsky) – There may be a time that the assigned supervisor and his/her class will be out of the classroom for a field trip, assembly, etc.

- IF YOUR SUPERVISOR REQUESTS THAT YOU NOT COME TO THEIR CLASSROOM ON A GIVEN DAY, YOU MUST REPORT TO THE A+ OFFICE, MRS. MASLOWSKY, AT THE BEGINNING OF THE BLOCK. You’ll remain under the supervision of Mrs. Maslowsky the entire block so you can earn attendance points and not be counted truant. This is important!
- SIGN IN ON THE A+ CLIPBOARD SO THAT YOU WON’T BE COUNTED ABSENT/TRUANT THAT BLOCK. YOU MUST STAY IN THE A+ OFFICE UNTIL YOU NOTIFY MRS. MASLOWSKY YOU ARE THERE.
- Tutors shouldn’t consider this a “day off”; please be responsible.

**SUPERVISOR INCIDENT REPORTS** – Supervising teachers are asked to report any inappropriate incidents and/or attendance problems to Mrs. Maslowsky and the building principals. Please realize this is part of their job. If they offer constructive suggestions on something they would rather you do differently, you should make every effort to make the change.

**SMILE FACTOR** – A smile and pleasant attitude are always appreciated—both on campus and off. Tutoring is a team effort—we can be successful if we all contribute to the process together!

**TEAM CONTRIBUTION** – As a tutor, you are representing Glendale and contributing to the team reputation that other A+ tutors have worked hard to build. Abiding by the above guidelines and expectations, and carrying out these responsibilities, are part of being a good A+ Tutor.

### **GRADING POLICY**

Tutor Time Sheets, questions, and other coursework are due on the designated dates discussed in class. Due dates are also clearly marked on Tutor Time Sheets. Papers turned in after the due date will have late points assessed on each assignment.

At midterm and at the end of term, you will verify with your supervisor that the Tutor Evaluation has been faxed to Glendale’s A+ Office (523-8888).

- The grading scale for cumulative hours logged by **midterm** will be:  
15 hours - ↑ = A; 13-14 hours = B; 12 hours = C; 10-11 hours = D; 9 - ↓ hours = F
- The grading scale for cumulative hours logged by the **end of the term** will be:  
35 hours - ↑ = A; 31-34 hours = B; 27-30 hours = C; 23-26 hours = D; 22 - ↓ hours = F

Grades will be weighted by category and will be based on a point system. A specific number of points is assigned to each time sheet, Reflection assignment, journal entry, evaluation, and project. Attendance and tardies will be included in point accumulation. At least twice during the grading period, points will be totaled and grades will be assigned based on the following scale:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

### CLASSROOM PARTICIPATION

Up to 10% of the term grade in Tutoring may be determined by your active involvement and participation—including **attendance, punctuality, student preparation, cooperation, and contributions to the class learning environment**. I hope to make unannounced visits on site during the term in order to make note of strengths and achievements as tutors work with assigned students.

### FINAL EXAMS

Final examinations or other appropriate evaluative activities will be administered in Tutoring at the close of the term. The final exam will be comprehensive in nature and may count for up to 10% of the total grade.

### ATTENDANCE PROCEDURES

Regular and punctual attendance is required of each tutor enrolled in the course. There is a direct relationship between school **attendance** and **achievement, grades, and success** in school.

Parents should notify the attendance office (523-8915 or 523-8916) each day the student is absent. Students not excused from school by parents/guardians will be considered truant. Work missed because of truancy may not be completed for credit.

**Off-campus tutors** are allowed travel time to and from their assigned school, and factors such as traffic, inclement weather, etc. will be taken into account. Once off-campus tutors establish a consistent arrival and departure time as indicated on the punch clock or clipboard at their school, those times will be used to make a determination of whether the student is using their travel time in a responsible way. The expectation is that the student will leave Glendale promptly, drive directly from Glendale to their assigned school at the beginning of their tutoring block, and drive directly from their assigned school to Glendale at the end of the block. Students will have labels attached to the front cover of their tutor folder indicating **the times they are expected to arrive and leave their assigned off-campus school**. Folders are supplied to each tutor during the first week of class.

**On-campus tutors** will adhere to the Tardy Swoop Policy adopted and in effect at Glendale.

Please be aware that off-campus tutors **who exceed 4 absences** (not including school related activities) may lose their off-campus privileges and be reassigned to GHS. Any tutor—on campus or off campus—exceeding more than 4 absences will have point deductions assessed on their grade since attendance is such a critical part of the successful completion of this class.

It is the student's responsibility to check with the teacher regarding options and procedures to follow in the event of an absence. Should the student choose not to contact the teacher(s) within five school days and make arrangements for work missed, the teacher is absolved of any responsibility for the student's negligence and will record a grade of "F/0" for each of the assignments missed during the absence.

## **HOMEWORK AND MAKE-UP WORK GUIDELINES**

Assignments are due on the designated dates discussed in class. Due dates are also clearly marked on Tutor Time Sheets. **Tutors will clearly write and highlight deadlines on papers during the first week as part of their class orientation.** Papers turned in after the due date will have late points assessed on each assignment, and an accumulation of late points will have a direct impact on the grade students earn. Students returning after an absence (if the absence falls on a due date) should make it a priority to turn in paperwork on the day they return to school.

Tutor Folders, containing relevant class information, are supplied to each tutor during the first week of class.

## **ATTENDANCE INCENTIVE**

The attendance incentive policy of Glendale High School will be followed. Incentives include percentage or point increases for:

- *100% attendance—Final exam or other end of term activity multiplied by 1.2*
- *96% attendance—Final exam or other end of term activity multiplied by 1.15*
- *92% attendance—Final exam or other end of term activity multiplied by 1.1*

For attendance incentive purposes, three tardies to a class will count as one absence.

## **SPECIAL PROJECTS AND ASSIGNMENTS**

Special projects and/or assignments may be assigned throughout the course. Tutors will be expected to complete any projects or assignments in a timely manner and submit them for points by the due dates given.

## **CLASSROOM RULES AND INTERVENTIONS**

This class provides real-world learning opportunities for you in terms of practicing and improving communication skills, responsibility, initiative, integrity, respect, appropriate interaction with others, dependability, etc.

- Honesty in reporting and keeping an open line of communication with the instructor is of utmost importance. Falsifying tutor records, habitually missing deadlines, displaying negative, inappropriate, uncooperative, or inattentive behavior during training/orientation, abusing off-campus privileges, deliberate and/or consistent infractions of dress code and other teacher expectations, or failure to provide quality on-task tutoring to students are examples of situations which may result in the loss of the tutoring assignment, a failing grade in the class, and/or other disciplinary action as determined by the instructor or administrator.

**Expectations will be clearly presented to the tutors before their release, and tutors will be given an opportunity, both before release and throughout the entire duration of the class, to ask questions or ask for further clarification of these expectations with the class instructor.**

## **eSchoolPlus Home Access**

Parents can bring in a drivers license and get a pin number to access their student's attendance and grades from home, starting the week of Open House. Grades will be updated as tutor time sheets and assignments are due. Parents should check with their students or ask to see tutor time sheets to determine due dates for paperwork.

## **ALERTNOW**

A parent/emergency notification software company, ALERTNOW, will notify parents and students of district-wide delays or cancellations due to inclement weather or other important events. A form to sign up for the ALERTNOW service is available in the Main Office, if you have not yet received a copy. You will receive up to two messages a month highlighting upcoming events such as report card distribution, attendance, and early release days.

*It's a privilege to have you in my class and I look forward to working with you during the term! Please don't hesitate to let me know of your successes and challenges in the classroom. Your input helps give other tutors a 'heads-up' on similar successes and challenges they'll find in their classrooms.*

# Springfield Public Schools

## Course Competency Profile

**Subject: Miscellaneous**

**Course: Tutoring**

**Revision Date: 2006-2007**

Comp. #	Competency / MIG	Performance Indicators The student will:	Activities The students will:	ShowMe Standard	Assessment	Master y
1	Practice good communication skills	<ul style="list-style-type: none"> <li>Use both oral and written examples</li> <li>Identify the student's communications skills, strengths, and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Prepare written reports with few language errors</li> <li>Develop clear verbal and written explanations</li> <li>Complete evaluation forms</li> <li>Interpret student needs based on progress reports</li> </ul>	CA.1 CA.4 G2.1	<ul style="list-style-type: none"> <li>Supervising teacher evaluation</li> <li>Self evaluation checklist</li> <li>Academic success of tutor</li> <li>Evaluation feedback</li> </ul>	90%
2	Develop an awareness and appreciation of individual differences and needs	<ul style="list-style-type: none"> <li>Describe the needs of the student</li> <li>Identify the student's strengths and weaknesses</li> <li>Select an appropriate method to help the student</li> <li>Practice patience and a positive attitude</li> <li>Practice rules of confidentiality</li> <li>Evaluate the success or failure of a session</li> </ul>	<ul style="list-style-type: none"> <li>Use various resources</li> <li>Demonstrate a willingness to listen and learn</li> <li>Be supportive</li> <li>Use a variety of techniques</li> </ul>	G2.3 G4.7	<ul style="list-style-type: none"> <li>Tutor's weekly calendar/evaluation</li> <li>Self evaluation checklist</li> <li>Academic success of tutor</li> <li>Evaluation feedback</li> </ul>	90%
3	Understand how to reinforce classroom instruction	<ul style="list-style-type: none"> <li>Assist in obtaining and organizing assignments for the student</li> <li>Know the teacher's expectations</li> <li>Validate the importance of the material</li> <li>Help the student organize and set priorities</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Develop instruction sets for the student</li> <li>Devise a variety of teaching methods</li> <li>Interpret teacher feedback with the student</li> </ul>	G4.3 G4.2 CA.4 CA.5	<ul style="list-style-type: none"> <li>Supervising teacher evaluation</li> <li>Self evaluation checklist</li> <li>Academic success of tutor</li> <li>Evaluation feedback</li> </ul>	85%
4	Model exemplary behavior	<ul style="list-style-type: none"> <li>Be reliable</li> <li>Maintain a record of good citizenship</li> <li>Be prompt and dependable</li> <li>Come to sessions prepared with a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Provide a positive learning environment</li> <li>Discuss attitude, discipline, and work ethic with the student</li> <li>Prepare lessons and help the student organize</li> </ul>	G4.3 G4.4 G4.5 CA.1	<ul style="list-style-type: none"> <li>Supervising teacher evaluation</li> <li>Self evaluation checklist</li> <li>Academic success of tutor</li> <li>Evaluation feedback</li> </ul>	95%