



Standards, Outcomes, and Possible Assessments for ITTPC Certification

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Level 1 Training:

1. Topic: Definition of tutoring and tutor responsibilities

Standard: The tutor understands the definition of tutoring; the departmental job description; the role of tutors, and is able to distinguish tutoring from other pedagogical strategies and roles (e.g., supplemental instruction, mentoring and teaching)

Outcome: At a minimum the reviewers are looking for you to focus on information provided in the tutor's job description; the policies and procedures of your tutoring program/institution and any other documentation in your tutor handbook that sets expectations for tutor behavior and interaction with tutees, faculty, staff, etc.

Possible Assessments: This needs to be concrete and clearly evidenced. Examples might include:

- Have the tutor complete a matrix that describes the difference between tutoring, mentoring, teaching and SI; Topic: Basic tutoring guidelines and tutoring do's and don'ts
- Ask each tutor to write a tutoring philosophy journal entry or essay that demonstrates their understanding of the programs' guiding principles.
- Ask the tutor to describe the definition of tutoring and her/his role as part of the evaluation process
- The tutor evaluation includes a list of specific behaviors and responsibilities which are rated as part of the tutor's evaluation.

2. Topic: Basic tutoring Guidelines/ Tutoring Do's & Don'ts

Standard: The tutor knows and understands the expected behaviors and practices of the tutorial program and her/his specific operating procedures as well as practices and behaviors that are considered both appropriate and inappropriate for her/his position.

Outcome: The tutor exhibits appropriate protocol and behaviors in terms of job duties; responsibilities; policies and procedures.

Possible Assessments:

- When given a list of behaviors and practices, the tutor will correctly identify those that are within the guidelines of the tutorial program.
- Tutors will role-play scenarios provided in tutor training to demonstrate appropriate actions and responses to a variety of situations.
- During the tutor's evaluation, the evaluator will observe the tutor acting in a manner that clearly reflects the guidelines of her/his job description; tutor handbook and center policies and procedures.

3. Topic: Techniques for beginning and ending a tutoring session

Standard: The tutor can begin and end the session based on the guidelines of the tutorial program as outlined in the job description; tutor training and tutor handbook, and can conduct a tutoring appointment appropriately (middle).

Outcome: The tutor incorporates all of the elements of a beginning, middle and end of a tutoring session to include: an appropriate greeting; friendly demeanor; student-driven agenda; an active learning experience and an opportunity for the both the tutor and student to summarize the content; check for understanding; plan for follow-up sessions (if appropriate) and conclude with a positive statement.

Possible Assessments:

- When provided with a list of tutoring activities, the tutor can group them according to their function as part of the beginning, middle or end of the tutoring session and can order them appropriately.
- In a role-playing scenario, the tutor can demonstrate how to begin and end a session according to program guidelines, as well as how to conduct the actual tutoring (middle).
- The evaluator observes the tutor conducting an actual tutoring session and observes appropriate behaviors as outlined by the program.

- Have tutor trainees observe an experienced tutor and write a brief reflection paper on what they observed; how the experienced tutor began, conducted and ended the tutoring appointment; how the experienced tutor transitioned from one part of the session to the next, etc.
- Have the trainer observe the new tutor after s/he has conducted several tutoring sessions, and complete a check list indicating the desired behaviors. Meet to discuss this with the tutor.

4. Topic: Adult learners and/or learning theory and/or learning styles.

Standard: The tutor is aware of and understands the basic principles of adult learning theory (Knowles); and/or the basic theory and recommended strategies for working with students with a broad range of learning preferences (learning styles); and/or learning theory as it relates to traditional college students.

Outcome: The tutor incorporates specific differentiated tutoring strategies to meet various needs of learners based on learner preferences, strengths/weaknesses, background, or prior knowledge.

Possible Assessments:

- The tutor will explain in her/his own words the principles of Knowles theory of andragogy and how it impacts on tutoring adult learners.
- The tutor will compare and contrast the “profile” of adult learners and “traditional aged” students, noting the unique characteristics of each and how that influences specific tutoring strategies.
- The tutor will identify the learning preferences based on the particular model introduced during training (i.e., auditory/visual/tactile-concrete learning styles preferences) and describe the key attributes of each.
- The tutor will develop and discuss specific tutoring strategies to address a learner with each of the identified learning style preferences.
- The tutor will identify her/his own learning preferences and discuss specific strategies s/he employs that build on her/his individual strengths.

5. Topic: Assertiveness and/or Handling Difficult Situations.

Standard: The tutor can identify a variety of effective strategies and resources to handle difficult situations encountered in the tutoring process.

Outcome: The tutor is able to recognize potentially difficult situations that may arise in tutoring and call-upon learned strategies to control the situation with authority and sensitivity in order to foster a positive learning environment and effective working relationship with the tutee. This may include

situations such as an unprepared tutee; a tutee who is late and/or misses appointments; a tutee who does not take responsibility for her/his learning; a tutee who “blames” others; a tutee who is manipulative; a tutee who demands an inappropriate level of assistance; a tutee who is experiencing personal, family or financial issues; a tutee who is aggressive; a tutee who is very shy and uncommunicative; etc.

Possible Assessments:

- Tutors will demonstrate specific techniques to successfully control a variety of difficult situations through small group role playing activities.
- By observing several staged interactions, tutors will identify and discuss the characteristics of difficult interactions and strategies to effectively mitigate the problem.
- Working in small groups, the tutors will match a list of difficult behaviors to a list of possible remedies. (Agee, Karen and Hodges, Russ, eds. *Handbook for Training Peer Tutors and Mentors*. Ohio: CRLA/ Cengage Learning, 2009 Wendy Wilson pgs. 296-297) and
- As a large group, tutors will discuss the underlying issues that could potentially interfere with a successful tutoring session and develop a list of resources and strategies to stop the difficult situation before it becomes a major problem.

6. Topic: Role Modeling

Standard: The tutor understands the importance of serving as a role model for learners when tutoring.

Outcome: The tutor is able to explain, demonstrate and incorporate study habits and academic success strategies consistent with those emphasized during tutor training. This may include practices such as: using a calendar to schedule and note appointments; practicing SQ3R study techniques; creating a personal planning schedule that supports adequate study time; communicating with faculty to get positive results (both email and in-person), etc.

Possible Assessments:

- The tutor can create a written schedule for her/himself that allows time for fixed appointments, classes, study time, etc. The tutor can explain in his/her own words the process and reason behind this level of planning.
- The tutor will create a handout or mind map that explains the SQ3R study method.
- Based on a set of “case studies”, the tutor will compose a variety of emails to faculty requesting specific issues such as clarification of an assignment, request for an assignment extension and request for a meeting.

- When provided with a set of sample emails to a professor, the tutor will be able to indicate problems with the communication in terms of style, grammar, punctuation and be able to suggest effective alternatives.
- The tutor will develop a five-day study plan for her/his own classes prior to final exam period and discuss the key planning elements and points to consider when creating such a plan.

7. Topic: Setting Goals and/or Planning

Standard: The tutor can effectively assist learners in planning and/or setting personal academic goals, according to the criterion established during tutor training.

Outcome: The tutor can explain the components of effective academic goals and can demonstrate effective goal development in the context of an individual tutoring session as well as a semester-long plan.

Possible Assessments:

- The tutor can explain the components of the SMART goal model (specific, measurable, achievable, realistic and time-bound), or whatever model is taught during tutor training.
- The tutor can discuss the process used to identify academic goals based on the SMART goal model.
- When presented with several case studies, the tutor can develop a set of academic goals that meet the SMART goal criterion.
- The tutor can prepare a list of questions to use with her/his tutee that facilitates effective goal development.
- The tutor can create several session goals based on a course syllabus and or homework assignment.

8. Topic: Communication Skills

Standard: The tutor understands and can successfully implement one or more of the following communication skills: verbal & non-verbal communication skills; cultural differences in communication; gender differences in communication; etc.

Outcome: The tutor incorporates effective communication skills into her/his tutoring sessions and can identify communication styles and differences among those styles.

Possible Assessments:

- In an actual tutoring session, the tutor can demonstrate specific effective verbal and non-verbal communication skills as instructed during training.
- When observing a mock tutorial session, the tutor can identify communication problems and offer specific remedies based on the information presented in training.
- The tutor can thoroughly explain why certain specific behaviors are considered ineffective communication tools.
- While engaged in a role-playing scenario, the tutor (assuming the role of tutee) can enact three specific communication issues; a misunderstanding between a middle aged, re-entry student and a traditionally aged college junior around the use of the words ‘sick’, “balling” and “deck” (or whatever slang is current); reluctance to meet and a clear sense of discomfort between a very traditional young Muslim woman and her American male tutor; and a misunderstanding between a tutor and tutee when the tutor spends time texting (about her lost wallet) during the tutoring session (without explaining her problem to her tutee).

9. Topic: Active Listening and Paraphrasing

Standard: Demonstrates active listening and paraphrasing skills in the tutoring process.

Outcome: The tutor will intentionally incorporate active listening and paraphrasing strategies into the tutoring session in order to help insure content understanding (for both tutor and tutee) and enhance the tutoring experience.

Possible Assessments:

- Have the tutor define ‘active listening’ and “paraphrasing” based on the content of the training and have s/he explain when and how each would be used in an individual tutoring session.
- Through a role-playing activity, ask tutors to demonstrate active listening skills, including topics such as body language; paraphrasing; asking appropriate questions; as well as what not to do; interrupt; succumbing to distractions; etc. As follow-up ask the tutors to express how it made them feel to be working with a disinterested listener as well as how that might impact on a student’s willingness to participate in subsequent tutoring sessions.
- Ask pairs of tutors to practice using the Socratic method of questioning to demonstrate and practice active listening skills.
- Have tutors observe a role-playing scenario and then work in small groups to summarize the key points that demonstrated both active listening and effective paraphrasing techniques.

10. Topic: Referral Skills

Standard: The tutor is well-versed in campus resources and uses this information to assist her/his tutees as needed.

Outcome: The tutor is informed about various resources on campus; knows where each resource is located; knows how to contact the program/department and under what specific circumstances it is appropriate to refer a student to those resources and can refer a student using language and actions in keeping with the situation and her/his role as a tutor.

Possible Assessments:

- Either during or at the conclusion of training, break tutors up into small groups or give each group a case study to discuss. The group will have to select the appropriate referral resources and justify their choices.
- Present each tutor with a list of offices and have him/her indicate the location, the purpose of the office and hours of service. This can be done as a training activity or as a follow-up assessment activity.
- Engage tutors in a role-playing scenario where they have an opportunity to practice the language to use when referring a student for counseling, advising

11. Topic: Study Skills

Standard: The tutor has developed a repertoire of effective study skills or strategies to utilize to enhance learning new information (e.g., effective time management, organization, note-taking, test taking, motivation, acquisition, retention, performance, anxiety reduction).

Outcome: The tutor articulates, models and integrates a variety of appropriate study skills into the tutoring session and provides the tutee with content-specific tips and techniques to incorporate at key points, such as preparing for class; homework; preparing for exams; writing papers; etc.

Possible Assessments:

- The tutor will create a list of study techniques (as taught during training) that are specific to a course/discipline and explain the details of each one in her/his own words.
- The tutor will demonstrate several study techniques (as taught during training). This may include SQ3R or another pre-reading strategy; brainstorming and pre-writing activities; self-testing; test-taking for multiple choice, short answer and essay exams, etc.

- While observing a mock tutoring session, the tutor will interject when a study technique could be introduced based on the issues presented by the tutee.
- The tutor will create a five-day study plan for one of the courses/he tutors that incorporate three to four specific study techniques.

12. Topic: Critical Thinking Skills

Standard: The tutor understands the characteristics of “critical thinking” based on the specific model and its elements as presented during tutor training. Further, the tutor can incorporate critical thinking skills into her/his work with tutees and can in turn explain, demonstrate and otherwise “teach” these same skills to the tutee.

For example see: <http://www.criticalthinking.org/pages/defining-critical-thinking/766>
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Critical Thinking as Defined by the National Council for Excellence in Critical Thinking, 1987

A statement by Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

Outcome: The tutor employs a variety of critical thinking skills and techniques, based upon the elements presented in tutor training, which facilitate active learning and promote greater academic effectiveness and efficiency for the tutor and the tutee in order to enhance learning both within and beyond the tutoring session.

Possible Assessments:

- The tutor can list and explain the essential elements of the specific critical thinking paradigm used in tutor training.
- The tutor can label the essential elements in Bloom’s taxonomy, list several words or phrases that distinguish each level and explain how the levels involve critical thinking skills.
- The tutor can create and explain a flow chart that identifies the elements of the Theseus learning System critical thinking model.

- The tutor can create a mini lesson plan that explains, demonstrates and provides an opportunity to practice the seven elements of the Scheffer and Rubenfeld critical thinking model.

13. Topic: Compliance with Ethics and Philosophy of the Tutoring Profession &/or Compliance with Sexual Harassment concerns &/or Compliance with Plagiarism concerns.

Standard: The tutor understands the importance of ethical standards of tutoring behavior (develop and standardized by ATP) in consideration of both professional standards (such as ATP) and institutional guidelines and requirements and follows the guidelines set forth by the tutor training program relative to ethics; the institution relative to sexual harassment and plagiarism.

Outcome: The tutor complies with all institutional guidelines and requirements in keeping with best practices as taught during tutor training.

Possible Assessments:

- The tutor can restate and explain the institution’s policies on sexual harassment and plagiarism and can cite the specific location of these policies in institutional publications.
- When given a series of scenarios, the tutor can identify situations that involve potential plagiarism violations and develop specific alternative actions to avoid such plagiarism.
- Working in small groups, tutors will review one or more case studies to determine which, if any, involve potential sexual harassment violations and will discuss the roles and responsibilities of each party described in the case study. (For example, what is the tutor’s role if a student discloses that she was inappropriately touched by a professor or other college employee, and what follow-up action should take place?)
- The tutor will be able to explain the relevance of the ten items on the ATP (or other) set of ethical standards presented in tutor training and relate them to specific practices presented in the tutor training workshops.
- Working in small groups, tutors will read and discuss the ethical implications of the linked list of ethical scenarios presented on the LRNASST list serv dated 3/17/09, and now available on the LSCHE webpage for Tutor Training Resources under LAC Management at http://www.lsche.net/?page_id=4513.

14. Topic: Modeling Problem Solving

Standard: The tutor models and can instruct the tutee to incorporate appropriate problem solving skills in the tutoring process.

Outcome: The tutor is able to successfully incorporate the steps to effective problem solving relative to the specific model presented in tutor training and can instruct the tutee on how to use this model to address a myriad of academic and psychosocial issues.

Possible Assessments:

- The tutor can identify and explain the steps in a selected problem solving model.
- The supervisor can observe the tutor teaching the problem solving steps to her/his tutee such that the tutee can identify and explain in her/his own words, each step of the process and how to apply it to a specific scenario or problem (either academic or personal)
- The tutor will create a flow chart that expresses the steps and stages of a specific problem solving strategy.
- Two tutors will act-out a role playing scenario in which one of them playing the tutee will approach the tutor with a problem that they will then work together to solve using the steps outlined in the specific problem solving model presented during training.

***Standards, Outcomes, & Possible Assessments Level 2 Training:
[in development]***

***Standards, Outcomes, & Possible Assessments Level 3 Training:
[in development]***