Standards Outcomes and Assessments

Levels 2 & 3 Tutor Training Programs

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Contents

General Information

Standards for Tutor Training

Standards are broad statements that identify the knowledge and skills that tutors should acquire in their training and preparation. In the application and summary chart, the standards are listed as the "areas and topics" covered in your tutor training.

Consider the following points:

1. Your training must include at least eight topics for a minimum of 10 hours of instruction at Level 1, five topics for an additional 10 hours at Level 2 (including a review of Level 1), and five topics for an additional 10 hours of instruction at Level 3 (including a review of Levels 1 and 2).
2. When similar topics are included on the same line of the ITTPC required topic list, you may choose to include one or more of the topics; however, multiple similar topics will "count" as only one of your possible topic choices.
3. Be aware of how you are utilizing the minimum of 10 hours of training. While the logistics of your program and your institution are important, the bulk of your training time should focus on the skill-specific content required by the ITTPC. We recommend a minimum of 30 minutes for each ITTPC topic; however, you may find that two or more hours may be needed for more complex topics or to help your tutors gain the desired level of understanding and skill application.
4. Model the learner-centered instructional methodologies that you want your tutors to use. In other words, make sure that your training provides numerous hands-on opportunities for your tutors. Try incorporating small-group discussions, role playing, case studies, actual scenarios, role reversal, share-pair, modeling, and other interactive methods. Minimize the trainer-centered lecture method whenever possible.

Outcomes for Tutor Training

Outcomes are the specific behaviors, information, and skills that you want your tutors to incorporate into their tutoring work. Outcomes can also be referred to as "goals," "objectives," or "learning objectives." Outcomes are the intended result of your tutor training.

Consider the following points:

1. Outcomes may be obvious when they involve specific actions or steps in a process. But they may be less obvious when they involve a change in belief, attitude, or opinion.

2. In order to be effective, you must be able to observe and measure the outcomes over both the short and long term. If you cannot assess whether an outcome has been achieved, you may wish to reconsider setting it as a goal.

3. By making your intended outcomes very clear during tutor training, you will increase the likelihood that your tutors will learn and demonstrate the skills you are teaching them.

Trainers who omit this important step in the training process have less-effective trainings as a result.

4. Be sure your intended outcomes are specific. For example, indicating that you want tutors to "demonstrate effective tutoring skills" is very vague and open to individual interpretation. However, stating that you want the tutor to "greet each student at the start of the session, write down the specific goal for the appointment as articulated by the student, and reserve two to three minutes at the end of the session for the tutee to state what was accomplished" is far more specific and therefore more likely to be accomplished and measured.

Possible Assessments

The **Possible Assessments** section of your application describes specific activities in your training that show how you evaluate and measure the effectiveness of your intended learning objectives or outcomes. Assessment is your observation and evaluation process and needs to be specific and clearly evidenced. The most effective assessment strategies include both formative and summative evaluations, which, when used together, can help you determine whether your training results in a specific set of attitudes, behaviors, and skill sets for both short- and long-term tutor effectiveness.

Consider the following points:

1. How do you communicate specific learning activities and desired outcomes to your tutors?

2. How do you teach the specific skills, attitudes, and behaviors?

3. What materials and methods do you use to teach?

4. How do you determine that the tutor has learned and can apply the skills, attitudes, and behaviors?

5. What level of competency or mastery is considered sufficient for the learning task?

6. What evidence can you share with the reviewers that clearly demonstrates items 1-5?

How to Differentiate Among the Three Levels

LEVEL 1

At this stage, don't assume that the tutor has sufficient background knowledge in anything but the content area. Introduce your tutors to tutoring according to the policies and procedures that govern your program, in keeping with your institutional requirements and institutional culture. Even if a tutor has prior tutoring experience, s/he is not likely to be familiar with the nuances of your program. As a general rule, it is best to provide at least an introduction to tutoring that includes the job description; policies and procedures; how to start and end a session; and tutoring do's and don'ts, before the tutor begins working with tutees. The remainder of Level 1 topics can be learned in conjunction with actual tutoring, to give your tutors an opportunity to reflect on the training in the context of actual tutoring. Upon completion of the requirements at this level of training, the tutor will be a **Certified Tutor.**

LEVEL 2

As the name implies, the Level 2 tutor has successfully completed Level 1 training and has accrued a minimum of 25/50 contact hours of actual tutoring. The tutor continues to demonstrate mastery over the skills, attitudes, and behaviors in Level 1 training and is now ready to delve deeper, drawing connections between the "skills" of Level 1 and the underlying philosophical and psychological aspects of successful tutoring, specifically how one's worldview influences both one's tutoring and learning. The Level 2 topics are more reflective than those of Level 1, and your outcomes and underlying activities and assessments should therefore provide more opportunity for reflection and introspection on the part of the tutor. Upon completion of the requirements at this level of training, the tutor will be an **Advanced Certified Tutor.**

LEVEL 3

Training at this level is intended for the experienced tutor who is interested in learning introductory management techniques, including the theoretical basis for Learning Center/Tutorial Program services, goals, and objectives. The tutor should be given additional training and assume additional responsibilities, which may include the following: engaging in planning services, organizing activities, assisting in training, and creating and completing center-based special projects. The Level 3 tutor will explore applied learning theory at greater depth than Level 1 and 2 tutors. Upon completion of the requirements at this level of training, the tutor will become a **Master Certified Tutor.**

Level 2 Standards, Outcomes, and Possible Assessments

Topic: Review of Level 1 topics

STANDARD:

The Advanced Tutor understands how to apply the skills, attitudes, and behaviors learned in Level 1 training and appropriately incorporate these strategies into tutoring sessions.

OUTCOMES:

The Advanced Tutor will perform all of the requirements of the job description with few, if any, errors or omissions. The tutor will comply with program, departmental, and institutional policies and procedures and will incorporate the expressed "do's" and avoid the "don'ts" as outlined in Level 1 training. In addition the Advanced Tutor will practice learner-centered communication skills that allow the tutee(s) to determine the scope, content, and pace of the tutorial session, taking into account tutee learning preferences. The Advanced Tutor will act as a role model, demonstrating behaviors such as coming to each tutorial session prepared with the appropriate course materials, using a planner to schedule subsequent appointments, and opening and closing the session using the protocol outlined in Level 1 training.

POSSIBLE ASSESSMENTS:

- The supervisor observes the tutor carrying out all of the skills, attitudes, and behaviors included in Level 1 training.
- The Advanced Tutor explains the procedures for conducting a tutorial session, including goal setting, timing the sessions (beginning and ending), and questioning and communication skills.
- The tutor will score at least an 85% on a formal written assessment covering Level 1 topics.

Topic: Use of Probing Questions

STANDARD:

One of the goals of tutoring is to help students become more active, intentional, and focused learners. The Advanced Tutor facilitates this process by promoting critical thinking and reflective responses from tutees, while providing appropriate content-specific assistance.

The Advanced Tutor incorporates the various stages of Bloom's Taxonomy of Educational Objectives into the development of questions appropriate for the course content and the tutee's level of preparedness.

OUTCOMES:

The Advanced Tutor will be able to describe and differentiate among probing and clarifying questions, open- and closed-ended questions, and the Socratic Method. The tutor will determine and apply the appropriate questioning technique based on the course, assignment, tutee needs, and the task at hand. In addition, the tutor will be able to develop content-specific questions that illustrate each question type and explain how and under what specific circumstances each question type is appropriate to use in a tutoring situation.

POSSIBLE ASSESSMENTS:

- The Advanced Tutor explains the difference between a clarifying and probing question.
- The Advanced Tutor creates a clarifying question and re-words it such that it becomes a probing question by incorporating both open-ended and closed-ended questions, as well as the Socratic Method.
- The Advanced Tutor describes the similarities and differences in each of the questioning models and identifies the appropriate circumstances for utilizing each questioning technique.
- Working in small-groups role play, tutors demonstrate asking questions from each of the five categories identified above (probing; clarifying; open-ended; closed-ended; and the Socratic Method.)
- The Advanced Tutor creates--verbally or in writing--questions consistent with each tier of Bloom's Taxonomy.

Topic: Brain Dominance Learning

STANDARD:

The Advanced Tutor can explain the theory of brain dominance in learning, identify the outward indications of the learning preferences of both right- and left-brain dominant learners, and select and incorporate appropriate strategies and activities into the tutoring session so as to encourage tutees to reflect on the content to uncover meaning and relevance in their tutoring experience.

OUTCOMES:

The Advanced Tutor will understand the essential premise and characteristics of brain dominance learning theory including how it relates to one's learning, thinking, worldview, and approach to problem solving. The tutor will identify the attributes of each characteristic and its link to a preferred specific brain hemisphere. The tutor will be able to select/suggest tutoring activities and approaches that address identified preferences, as well as some activities and approaches that can help to stretch abilities beyond the tutee's normal comfort zone. The tutor can provide additional tools and strategies for tutoring based on his/her understanding of brain dominance learning.

POSSIBLE ASSESSMENTS:

- When presented with a list of possible tutee approaches to problem solving, the tutor matches each approach with the appropriate brain-dominance characteristic and correctly labels each as right, left, or combined brain-dominance preference.
- Given subject-specific content, the tutor develops and delivers a variety of tutoring activities that address specific brain hemisphere dominant traits.
- Given subject-specific content, the tutor suggests additional tutoring activities that are not preferred but can help the learner adapt and gain a deeper understanding of the content.
- The Advanced Tutor compares and contrasts the common characteristics of both right-brain and left-brain learners.

Topic: Cultural Awareness, Intercultural Communications, Diversity, and Special Needs Students

STANDARD:

The Advanced Tutor recognizes how culture and cultural identity influence the way we perceive one another and behave toward one another. In addition, the Advanced Tutor is aware that perceptions and behaviors can shape individual, cultural, and institutional practices, including tutoring.

The Advanced Tutor recognizes that cultural diversity is achieved through cultural awareness, understanding, and acceptance. However, the tutor is also aware of factors that can impede cultural diversity (such as bias, prejudice, discrimination, and stereotypes), as well as factors that can aid cultural diversity (such as cultural relativism, cultural pluralism, and multiculturalism).

The Advanced Tutor recognizes that diversity can also include learning needs, age, gender, and more, and that effective tutoring is achieved through awareness, understanding, and acceptance of each learner's specific needs. At this level, the tutor recognizes both the individual and universal needs of diverse populations and can determine effective tutoring strategies to support these students' specialized learning needs.

Gaining an awareness of his/her own norms and behaviors, the Advanced Tutor is more sensitive to the social and cultural influences having an impact on the tutee and will incorporate this awareness and sensitivity into the work of tutoring.

OUTCOMES:

The Advanced Tutor should be aware of personal biases and keep them in check and away from the learning process. The tutor will promote a learning environment where understanding, acceptance, and respect are paramount. Among the essential skills to be demonstrated by the Advanced Tutor are communication, flexibility, and awareness of perspectives other than one's own. The tutor will recognize the potential for and difficulties created by prejudice, bias, stereotypes, and an ethnocentric-viewpoint. The tutor will move beyond such limiting factors through open communication and a willingness to acknowledge and accept others' perceptions, experiences, and cultural influences, and to see how these factors can "make or break" effective tutoring relationships.

The Advanced Tutor will understand the important role that sociocultural identity plays in shaping one's attitude towards learning and tutoring in particular, including communication style, outward behaviors, and inward emotions. The Advanced Tutor will effectively modify the tutoring approach in light of this understanding.

POSSIBLE ASSESSMENTS:
- The Advanced Tutor defines the term "culture" and explains how culture influences learning and tutoring. The Advanced Tutor defines terms relevant to cultural diversity, such as prejudice, discrimination, and stereotypes (positive and negative). The tutor is able to explain, in writing or presentation, how these terms are important to understanding of tutoring relationships.
- The Advanced Tutor writes a well-thought-out essay explaining the differences among the following "isms": ethnocentrism, sexism, ageism, ableism, racism, classism, and anti-Semitism.
- The Advanced Tutor cites three specific examples of cultural norms from her/his own background that may influence tutoring (such as eye contact, specific clothing, mixed-gender tutoring pairs, and family expectations) and discusses how these examples may impact a tutoring relationship.
- The Advanced Tutor is observed using culturally-appropriate language that encourages the tutee to express culturally defined preferences and needs and allows for diverse viewpoints and practices in the tutoring session.
- The Advanced Tutor correctly identifies strategies used to address a student's identified needs during a role play or from a recorded tutoring session.
- After viewing a mock tutorial session, the Advanced Tutor points out at least 5 of 7 examples of how the actors of both tutor and tutee roles allowed their biases to influence the tutoring session. The tutor will be able to cite specific ways that both the tutor and tutee could have acted/reacted differently.

Topic: Identifying and Using Resources

STANDARD:
The Advanced Tutor is familiar with tutoring, academic, and student life materials and resources available within the tutoring program as well as the larger college community. The Advanced Tutor can recommend appropriate resources and incorporate resources into the tutoring sessions to help the tutee develop active and independent learning skills. The Advanced Tutor has a clear understanding of the role of a tutor and the boundaries that exist between the tutor and the tutee.

OUTCOMES:
The Advanced Tutor will be able to determine the most appropriate resource for a particular need, whether academic or non-academic; how to access that resource; and what, if any, are the limitations of or restrictions to using that resource.

POSSIBLE ASSESSMENTS:

- When presented with a case study of a student experiencing course difficulty, the Advanced Tutor identifies at least three appropriate resources available to the tutee, where and when to access the resources, and specific strategies for introducing or incorporating those resources into the tutoring session.

- Given an unorganized list of print, online, and media resources and the content issues each resource is intended to mitigate, the Advanced Tutor is able to match the two sets of information to demonstrate selecting the most appropriate supplemental materials to support the tutees' individual needs.

- Several Advanced Tutors role-play a tutoring session wherein the "tutee" demonstrates the need for additional materials and resources, and the "tutor" identifies and addresses academic weaknesses during the mock tutoring appointment. The Advanced Tutor uses appropriate "helping "or "I" centered language to direct the tutee and avoids using judgmental or demeaning language.

Topic: Tutoring in Specific Skills or Subject Areas

STANDARD:

The Advanced Tutor incorporates subject- or course-specific content instruction and learning strategies into the tutoring session. These subject- or course-specific strategies can be based on the guidelines of the faculty member for a specific course section, the academic department, and institutional goals and objectives.

OUTCOMES:

The Advanced Tutor will be able to assist the tutee in identifying specific procedures that will build upon the course content. The tutor will reinforce classroom concepts and guide the tutee to better understand the goals and strategies required for success in the content or subject area.

POSSIBLE ASSESSMENTS:

- When presented with a course syllabus, the Advanced Tutor identifies the instructions and methodologies outlined by the instructor and correctly lists specific tutoring strategies to use (or avoid) for this course or subject area.

- Using case studies, the Advanced Tutor selects study skill resources from the Center's collection (or other resource) and discusses how and when to introduce and integrate the materials into a tutoring session.

- The Advanced tutor is observed facilitating a tutoring session using at least two subject-specific skills presented in training.

Topic: Assessing and Changing Study Behaviors

STANDARD:

The Advanced Tutor is able to ask questions, administer brief surveys, and interpret the results using departmental-specific materials and rubrics to assess the tutee's study skill strengths and areas for improvement. The Advanced Tutor selects, demonstrates, models, and integrates into the tutoring session specific study skill strategies and techniques based upon the tutees' expressed or implied need.

The Advanced Tutor helps the tutee become metacognitively aware, such that the tutee can assess her/his own needs, choose and learn desired new strategies, implement new strategies, and evaluate effectiveness of new strategies in order to decide whether to use, adapt, or change the strategies to meet specific learning needs and situations.

OUTCOMES:

The Advanced Tutor will introduce, explain, and model appropriate supplemental study skills that are relevant to the course content and that, when properly used, can enhance the tutee's learning experience. The tutor will follow up with the tutee appropriately to determine the overall effectiveness of the selected strategies and materials.

POSSIBLE ASSESSMENTS:

- When presented with assessment results, the Advanced Tutor interprets them correctly and develops a plan to provide strategy support to a tutee.
- Using a case study, the Advanced Tutor selects appropriate study skill handouts or materials available through the Tutoring Center that can be used to help tutees improve their study skills (for example, specific note-taking, time-management, or reading skills), and explains and demonstrates the proper use of the materials as well as the projected benefit.
- The Advanced Tutor explains how to introduce and integrate the study skill materials into the tutoring session, and how to follow-up in subsequent sessions to assess whether the tutee is utilizing the materials correctly and finding the strategy helpful.
- The Advanced Tutor develops a handout for use in the Center, about a study skill or strategy using appropriate resources and with respect to copyright.

Level 3 Standards, Outcomes & Possible Assessments

Topic: Review of Levels 1 & 2 topics

STANDARD:

The Master Tutor understands the applicability of learning theories and tutoring strategies covered in Level 1 and Level 2 training, and appropriately incorporates best practices into their tutoring sessions. The tutor is well versed in the policies and procedures of the institution and the Tutoring Program and is able to carry out her/his duties and responsibilities appropriately.

OUTCOMES:

The Master Tutor will perform all of the requirements of the job description with few, if any, errors or omissions. The tutor will comply with program, departmental, and institutional policies and procedures. The tutor will practice learner-centered communication skills that allow the tutee to determine the scope, content and pace of the tutorial session, taking into account the tutee's learning preferences. The tutor will act as a role model, demonstrating the behaviors such as coming to each tutorial session prepared with the appropriate course materials; using a planner to schedule subsequent appointments, and opening and closing the session using the appropriate protocol outlined in Level 1 training. In addition, the tutor will explain all relevant policies and procedures of the program; routinely using, explaining, and differentiating between various questioning techniques and models. The Master Tutor will define brain-based learning and will be skilled at selecting tutoring methods and materials to support a variety of student learning needs and learning styles.

The Master Tutor will incorporate the expressed "dos" and avoids the "don'ts" as outlined in Level 1 training. The Master Tutor will identify and define the key elements of successful cross-cultural tutoring and explain/illustrate the positive value of tutoring in a diverse environment. The Master Tutor will cite specific resources, both human and material, that help tutees address a broad variety of academic and psychosocial needs. The tutor will be skillful at tutoring in one or more specific courses or subject areas and assess a tutee's study behaviors using standardized and "customized" surveys, questionnaires, and other means, to identify and help improve tutee study habits. In addition, the tutor will scaffold tutee learning by incorporating the principles of Bloom's Taxonomy of Educational Objectives and the Socratic Method of asking probing questions as outlined in Level 2. The tutor will be able to create an environment where confidentiality is revered, cultural diversity is celebrated, and all tutees are treated with respect.

POSSIBLE ASSESSMENTS:

- The supervisor observes the Master Tutor carrying out all of the duties, responsibilities, and behaviors included in Level 1 and 2 training.

- The Master Tutor explains the procedures, policies, and implementation of each of the training topics content areas taught at Levels 1 and 2.
- When presented with a series of case studies, Master Tutor identifies at least 85% of the issues presented in the scenarios and selects, develops, and discusses a variety of ways to mitigate the problems that are presented in the case studies with no prompts from the supervisor.
- A group of Master Tutors role-play a scenario that allows them to re-create typical tutoring "issues" and demonstrate the language appropriate to resolving the problems presented.
- The Master Tutor submits at least one unused assessment activity from each previous level of training.

Topic: Self-regulated Learning, Brain Learning, and Memory

STANDARD:

The Master Tutor is familiar with Executive Functions (EF) and Self-Regulated Learning (SRL), and with their components (behavior, motivation or affect, and cognition). The tutor understands the intersectionality among "Hill, Will, and Skill." The tutor has some knowledge of theories about motivation, behavior, and learning, and how they relate to beliefs about success and failure. The Master Tutor is aware of both cognitive strategies (rehearsal, time management, and elaboration) and metacognitive strategies (goal setting, monitoring, self-efficacy, and allocation of study time) and how both relate to self-regulated learning.

OUTCOMES:

The Master Tutor will introduce, explain, and model self-regulated learning and metacognitive strategies as they relate to the course content and will demonstrate how such strategies can increase the tutee's academic performance. The tutor will provide appropriate follow-up with the tutee to determine the overall effectiveness of the self-regulated and metacognitive strategies and will suggest modifications of the tutee's approach to learning as needed.

POSSIBLE ASSESSMENTS:

- In a formal essay, the Master Tutor assesses the benefits to their tutees of the proper use of both cognitive and metacognitive strategies and describes integrating these strategies into a tutoring session.
- The Master Tutor is observed selecting appropriate handouts or materials available at the Tutoring Center and using them to help tutees improve their performance inside and outside the classroom.
- The Master Tutor explains how to introduce and integrate self-regulated strategies into the tutoring session, as well as how to assess whether the tutee is utilizing these strategies and whether the tutee finds them helpful.
- The Master Tutor creates and facilitates for students an interactive workshop on the basics of self-regulated learning or memory enhancement.

Topic: How to Tutor Target Populations

STANDARD:

The Master Tutor interacts with the target populations effectively, using sensitivity and a person-first attitude, with awareness of the specific needs of the target group(s). Target populations may include any population that is in particular need of support by an institution, such as the following:

- Speakers of other languages/non-native speakers of English
- Athletes
- Adult/non-traditional/transfer students
- First-generation students
- Populations identified as at-risk by the institution or tutorial program.

Regardless of the group(s) highlighted by training, the tutor learns more than just information about the target group; the Master Tutor uses the information to improve the outcomes of tutorial sessions.

OUTCOMES:

The Master Tutor will be able to use appropriate behaviors and supports to best provide culturally sensitive and culturally acceptable tutoring services to the target group and will draw on research and literature to make decisions about how to improve the likelihood of a positive tutoring environment. The Master Tutor will be able to identify resources to assist the target group and can refer to those resources appropriately.

POSSIBLE ASSESSMENTS:

- The Master Tutor creates population-specific materials to use during tutorial sessions, including realia, PowerPoint presentations, handouts, or graphic organizers.
- The Master Tutor uses or discusses a list of prescribed behaviors or linguistic cues during a role-play or a case study, without prompting.
- The Master Tutor writes a reflection discussing a tutoring session with the target population, using appropriate references to support or critique the choices the tutor made during the interaction.
- The Master Tutor identifies the available campus resources for the target population and demonstrates making an appropriate referral in a role-play or scenario.
- The Master Tutor gives a presentation highlighting the needs of the target population(s), including a rationale for why the population should be a "target" for the institution or tutorial center.

Topic: The Role of Learning Centers in Higher Education

STANDARD:

The Master Tutor is well versed in a broad range of issues that focus on the role of learning centers as a catalyst for change in higher education and in the tools and techniques used to assess learning

assistance programs and services. The Master Tutor has explored program models that offer strong student support, resources for faculty that promote effective teaching and learning models, and equity between academic support services for students enrolled in online and face-to-face academic programs; programs that offer services to "special," targeted populations; and programs that play a significant role in college-wide committees on retention, student success, and teaching initiatives.

The Master Tutor analyzes, synthesizes, and evaluates research from a number of sources in order to gain an understanding of the varied roles of postsecondary learning centers.

OUTCOMES:
The Master Tutor will be able to cite and discuss relevant literature and best practices; formulate informed positions on the issues currently impacting learning centers in higher education; and communicate (both verbally and in writing) ideas in a coherent, professional manner. The Master Tutor will be able to assess the needs of academic assistance in their institution or program and suggest a variety of strategies to meet those needs.

POSSIBLE ASSESSMENTS:
- The Master Tutor designs and develops academic support services at her/his institution that aid all stakeholders: students, faculty, and institution.
- The Master Tutor selects from a bank of existing assessments and/or develops an "in-house" assessment tool to determine a variety of academic support services that will be best suited for individual students or targeted populations within the learning center.
- The Master Tutor creates a satisfaction survey, collects data, and analyzes the results for assessment purposes.
- The Master Tutor compares and contrasts several service delivery models and suggests appropriate ways to implement the selected model at her/his own institution.
- The Master Tutor develops a PowerPoint presentation for tutor training that highlights several assessment tools and strategies and delivers a workshop for junior tutors introducing them to these models.

Topic: Structuring the Learning Experience

STANDARD:
The Master Tutor uses cognitive scaffolding or student development theory to support tutees' academic growth and has the tools necessary to identify the needs of the student and to modify practices to best meet those needs. The Master Tutor is competent and confident with their role in the tutoring session.

OUTCOMES:
The Master Tutor will go above and beyond simply memorizing techniques prescribed at Level 1 and will be able to adapt the structure of a tutoring session to improve learning outcomes. The Master

Tutor will be able to use reasoning and current research to support decisions and make changes to the tutoring environment.

POSSIBLE ASSESSMENTS:

- The supervisor observes the Master Tutor effectively structuring a tutoring session using the supports and materials learned during training.
- In a role-playing scenario, the Master Tutor deals adeptly with a changing level of confidence on the part of the student, using techniques learned during training.
- The Master Tutor observes a Level 1 tutor and can identify at least 3 ways to improve the session outcomes through cognitive scaffolding.
- The Master Tutor lists and defines appropriate terms from assigned literature on cognitive scaffolding and student development theory.
- The Master Tutor writes a reflection on her/his preferred tutoring style, why that style is preferred for particular contents or contexts, and how to improve her/his effectiveness in the tutoring role, especially when working with learners with different preferences. The Master Tutor later returns to the essay, reflects on the changes made, and provides on the supervisor with an assessment of the efficacy of the revised tutoring plan.

Topic: Training and Supervising Other Tutors (Supervisory Skills)

STANDARD:

The Master Tutor has completed the CRLA ITTPC requirements for Levels 1, 2, and part of 3 prior to attending this session; has accrued a minimum of 50/100 hours of tutoring; and can select, develop, and deliver tutor training sessions on topics from Levels 1 & 2. The Master Tutor understands the policies and procedures of the program or center and adheres to them. The Master Tutor is able to assist the director/coordinator with training and supervision of junior tutors, supported by a clear institutional and research-driven framework.

OUTCOMES:

The Master Tutor participated in self-evaluation at Levels 1 & 2 and will assist in the evaluation of junior tutors according to the rubric and specific process used in their program. The Master Tutor will provide positive feedback and corrective interventions to junior tutors based on the guidelines of the program. The tutor will create training materials, plan training activities, and deliver or assist in the delivery of junior tutor training under the guidance of, or with support from, supervisory staff. The Master Tutor will supervise other tutors in the absence of and in collaboration with the director/coordinator; track other tutors' training and direct service hours; and assist the director/coordinator in the delivery of services, client student assistance, tutor assignments, and other tasks.

POSSIBLE ASSESSMENTS:

- The Master Tutor explains the evaluation process and evaluation cycle and can recommend specific corrective actions in response to junior tutors' needs.
- The Master Tutor develops (in writing), plans, and delivers training sessions on topics appropriate for Levels 1 and 2. The tutor models appropriate behaviors during training facilitation and guides junior tutors in how to incorporate workshop content into their tutoring sessions.
- Junior tutors and program/center management evaluate the Master Tutor's training workshops and provide feedback using a rubric or developed standard.
- When given a case study, the Master Tutor identifies two to three specific actions that a junior tutor could use to resolve a tutoring problem and substantiates her/his choice citing center policies, institutional practices, college resources, and other relevant evidence.
- A pair of Master Tutors role play a junior tutor evaluation session, demonstrating appropriate language and corrective feedback that is non-judgmental, positive, and helpful as opposed to unduly critical, demeaning, or negative.
- The Master Tutor watches a recorded tutoring session and correctly completes an evaluation of the session, identifying at least three strengths and three areas for improvement.

Topic: Group Management Skills (Group Interaction and Group Dynamics)

STANDARD:

The Master Tutor effectively assists the program director/coordinator with the team creation and development process: recruiting, interviewing, selecting, hiring, managing, and leading. The Master Tutor understands the difference between traditional management and leadership styles (instrumental vs. expressive) and non-traditional management and leadership styles (transactional vs. transformational) and how each style impacts the decision-making process and the work environment. The Master Tutor is able to distinguish among cooperation, collaboration, and competition.

OUTCOMES:

Master Tutors will be able to create and manage a team, such as a learning community, or organize and lead a group of junior tutors through a specific project or professional development event, such as presenting at a conference.

POSSIBLE ASSESSMENTS:

- The Master Tutor develops relevant materials to be used during the team creation and development process, such as interviewing questionnaires, rubrics, and promotional materials.
- The Master Tutor assesses her/his effectiveness based on her/his contribution to and impact on their learning community as well as on their center/program.
- The Master Tutor identifies each group member's role from a list of tasks each member completed and explains how that role is essential to the work of the group.

- The Master Tutor lists five important considerations to keep in mind when leading a group (e.g., strengths of each group member, group dynamics, purpose/focus of the group, and group identity), as well as how these considerations play into a tutoring or training session.
- The Master Tutor develops or modifies interview questions and can adequately discuss how the answers to these questions would help a supervisor make hiring decisions.