



Tutor Training Intensive: 2-Part Workshop

October 13, 2023, 10:00 AM to 2:00 PM

October 20, 2023, 10:00 AM to 2:00 PM

Coaching 2023-2024

Judithann Walz, ESOL Instructor, MBA, BA in English

Welcome

- ▶ Training 10:00-11:30 AM
- ▶ Break 11:30-11:35 AM
 - ▶ Order lunch
- ▶ Training Continues 11:35-12:00 PM
- ▶ Lunch 12:00-12:30 PM
- ▶ Training 12:30-1:45 PM
- ▶ Q&A 1:45-1:55 PM
- ▶ End of Session 1:55 PM Survey



What to Expect



- ▶ Interactive
- ▶ Immediate implementation
- ▶ All documents and resources used will be shared after 10/13 and 10/20 via email

TEDx

About Instructor

- ▶ Teacher of English, ESL/ESOL, academic writing, creative writing, and business classes
 - ▶ 20+ years as a teacher
 - ▶ Lived/Taught around the world
- ▶ Framingham Adult ESL Plus and English for New Bostonians
- ▶ Business owner
- ▶ Published author
- ▶ 2024 TEDx speaker
- ▶ Kayaking, yoga, and writing

First Literacy Professional Development
Workshop



Tutor Training Description

- ▶ The Tutor Training Intensive will provide tutors and volunteers with skills to assist teachers in virtual and in-person classrooms. The participants will gain new strategies to help students become more confident and skillful.
- ▶ Objectives include developing an understanding of the learning process and implementing new strategies for effective working relationships with teachers and students.
- ▶ Participants will have continued coaching upon successful completion of the class.

Day 1 Friday, October 13, 2023

- ▶ Defining what a Tutor is
 - ▶ Who are they
 - ▶ What they do
- ▶ Developing an understanding of the learning process
- ▶ Building rapport and community
 - ▶ Communication and collaboration

Day 2 Friday, October 20th

- ▶ Tutor and Teacher
 - ▶ Implementing new strategies for effective working relationships
 - ▶ Problem-solving
 - ▶ Conflict resolution
 - ▶ Collaboration revisited
- ▶ Tutor and Teacher
 - ▶ Student help and autonomy
 - ▶ Best practices

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

-Albert Einstein

The Tutor's Role and Characteristics

Definition, Communication, and Their Role

What Makes a Good Communicator?

Working with a partner, rank the ideas from most to least important.

- A. Fluency in the language
- B. Grammatical accuracy
- C. An awareness of body language
- D. Extensive vocabulary
- E. Being a good listener
- F. Not being afraid to make mistakes
- G. A sense of humor
- H. No strong accent

Discussion Questions

1. What educational and life experience makes someone a good tutor?
2. How do these experiences and skills transfer into the classroom?

Tutor Definition

- ▶ Tutors are responsible for helping students better understand lesson objectives and apply them in practical ways.
- ▶ They help students gain confidence
- ▶ They foster a love of learning

“One of the most valuable lessons a tutor can share with their students is a passion for learning.”

Brentyn “A Dozen Teaching Strategies Tutors Use to Advance Student Learning”

Role of the Tutor

- ▶ Assist the teacher
 - ▶ Understand that learning is a process
 - ▶ Guiding students
- ▶ Demonstrate thinking, study skills and problem-solving skills
- ▶ Use appropriate language for the level taught
- ▶ Boundaries and confidentiality
- ▶ Support

Characteristics of Good Tutors

- ▶ Have fun
- ▶ Be flexible
- ▶ Be confident
- ▶ Relax and be yourself
- ▶ Be on time and prepared
- ▶ Establish rapport
- ▶ Maintain confidentiality
- ▶ Encourage student participation
- ▶ Be open to learning “how to learn”
- ▶ Model critical thinking
- ▶ Uses appropriate language/speed
- ▶ Be present
- ▶ Be a good listener
- ▶ Ask questions
- ▶ Model problem-solving strategies
- ▶ Student-centered interactions
- ▶ Support the teacher and students
- ▶ Aware of cultural and learning differences
 - ▶ Silence doesn't always mean misunderstanding
- ▶ Focus on the process of learning vs. the correctness of it

What a Tutor Shouldn't Do or Be

- ▶ Be the teacher
- ▶ Say, "This is easy."
- ▶ Make assumptions
- ▶ Goes too fast
- ▶ Impatient
- ▶ Uses sarcasm
- ▶ Criticizes the student – even constructive criticism is detrimental
- ▶ Criticizes the teacher – style of teaching, management, activity, or assignment
- ▶ Offers the answers or solves the problem(s)
- ▶ Doesn't ask questions or follow up with students
- ▶ Avoids eye contact or appears busy
- ▶ Gets too personal

Passive versus Active Tutoring

- ▶ Tutor lectures or explains without engaging the students
- ▶ Tutor answers the student's questions rather than asking the student to call upon prior knowledge and skill to try to figure them out
- ▶ Tutor answers the questions rather than encouraging the student
- ▶ The student does something to participate in their own learning
- ▶ Activities are structured so that the student is required to do the work
 - ▶ The tutor reinforces that with open-ended questions
- ▶ The student is engaged in the process of summarizing the content they have learned

Types of Questions to Ask

- ▶ Ask open-ended questions
 - ▶ “Where do you think we should start?”
 - ▶ “What are the steps?”
 - ▶ “What is the definition of that word?”
- ▶ Ask probing questions and encourage students to use their own ways to explain
 - ▶ “What will happen if that’s true?”
 - ▶ “Why do you think that?”
 - ▶ “Use your own words to explain the main idea.”
 - ▶ “You’re correct. The answer to this question is _____ (restates student’s answer).”
- ▶ Rephrase questions
 - ▶ Reword your original question.
 - ▶ Break your original question into smaller parts.
 - ▶ Change the inflection in your voice when repeating the original question.

Positive Reinforcement

- ▶ Verbal
 - ▶ “Good job on _____!”
 - ▶ “You are really doing much better with _____!”
 - ▶ “I like the way you did _____!”
 - ▶ “This looks better than the last time.”
 - ▶ “You really worked hard. I am proud of you.”
 - ▶ “All right!”
- ▶ Nonverbal
 - ▶ Use facial expressions – smile, look surprised
 - ▶ Nod your head
 - ▶ High-five or give the thumbs-up sign

Read and Discuss

- ▶ Read the ‘Modeled Example for Role-play’ together
 - ▶ Google Drive: “Tutor and Coaching Program” folder
- ▶ Explain the activity on the next slide



Tutor-Student Role-play Practice

- ▶ You'll be assigned a role-play.
- ▶ One person is the tutor, and the other is the student(s).
- ▶ Expand on the dialogue and solve the problem. Take notes if needed.
- ▶ Be ready to share with the class.

1. A student says, “I don’t understand the activity. Can you tell me what to do?” As the tutor, how do you respond?
2. You’re working with a student, and they are taking a long time to answer a question during a speaking activity. You, as the tutor, are becoming impatient. What do you do?
3. A student calls you over and asks, “Can you teach me this grammar? I didn’t understand the teacher.” Grammar is not your strength, and the teacher is busy with other students. How do you handle this situation?
4. You’re in a breakout room with a student for some one-to-one help. They have a strong accent making it challenging for you to understand them. What do you do?
5. There’s a student in class who constantly needs to stand up and move around. The teacher wants you to work with them on an assignment they have struggled to finish. How do you handle this?
6. You’re in a breakout room with a student who constantly interrupts other students and is always in a rush to answer questions even if it’s not their turn. Even the teacher struggles at times. How do you balance the dynamics within this small group?

Building Rapport

Becoming Part of the Class Community

First Literacy Professional Development Workshop

Building Rapport with Students

- ▶ Arrive early
- ▶ Greet the students by name
- ▶ Learn something about your student's interests, hobbies, and aspirations; likewise share something about yourself
- ▶ Create and use personally relevant class examples.
- ▶ Be enthusiastic
- ▶ Make eye contact with each student -- without staring, glaring, or flaring
- ▶ Be respectful
- ▶ Admit when you don't know something

Active vs. Passive Listening

- ▶ Being present
- ▶ Attentive
- ▶ Open body language
- ▶ Observing the body language of others
- ▶ Clarifying questions
- ▶ Lots of repetition
- ▶ Summarizing
- ▶ Empathy; listening for feelings; tone of voice
- ▶ Reflection
- ▶ Self-awareness
- ▶ Lack of interest
- ▶ Closed off body language
- ▶ Poor eye contact
- ▶ Loses focus
- ▶ Assumptions
- ▶ Intolerance
- ▶ Impatience
- ▶ Language barrier(s)
- ▶ Deep-rooted beliefs
- ▶ Allowing distractions

Language for Active Listening

- ▶ “Tell me more...”
- ▶ “What you’re saying is...”
- ▶ “Let me see if I understand you...”
- ▶ “It seems to me what you’re saying is...”
- ▶ “So, what you’re saying is...” / “What you mean is...”
- ▶ “You sound...”
- ▶ “It sounds to me like...”
- ▶ “Hmm, that’s interesting. Why do you think that?”

Building Rapport with Tutor/Teacher and Teacher/Tutor

Tutor to Teacher

- ▶ Open communication
- ▶ Approachability
- ▶ Ask questions
- ▶ Follow up

Teacher to Tutor

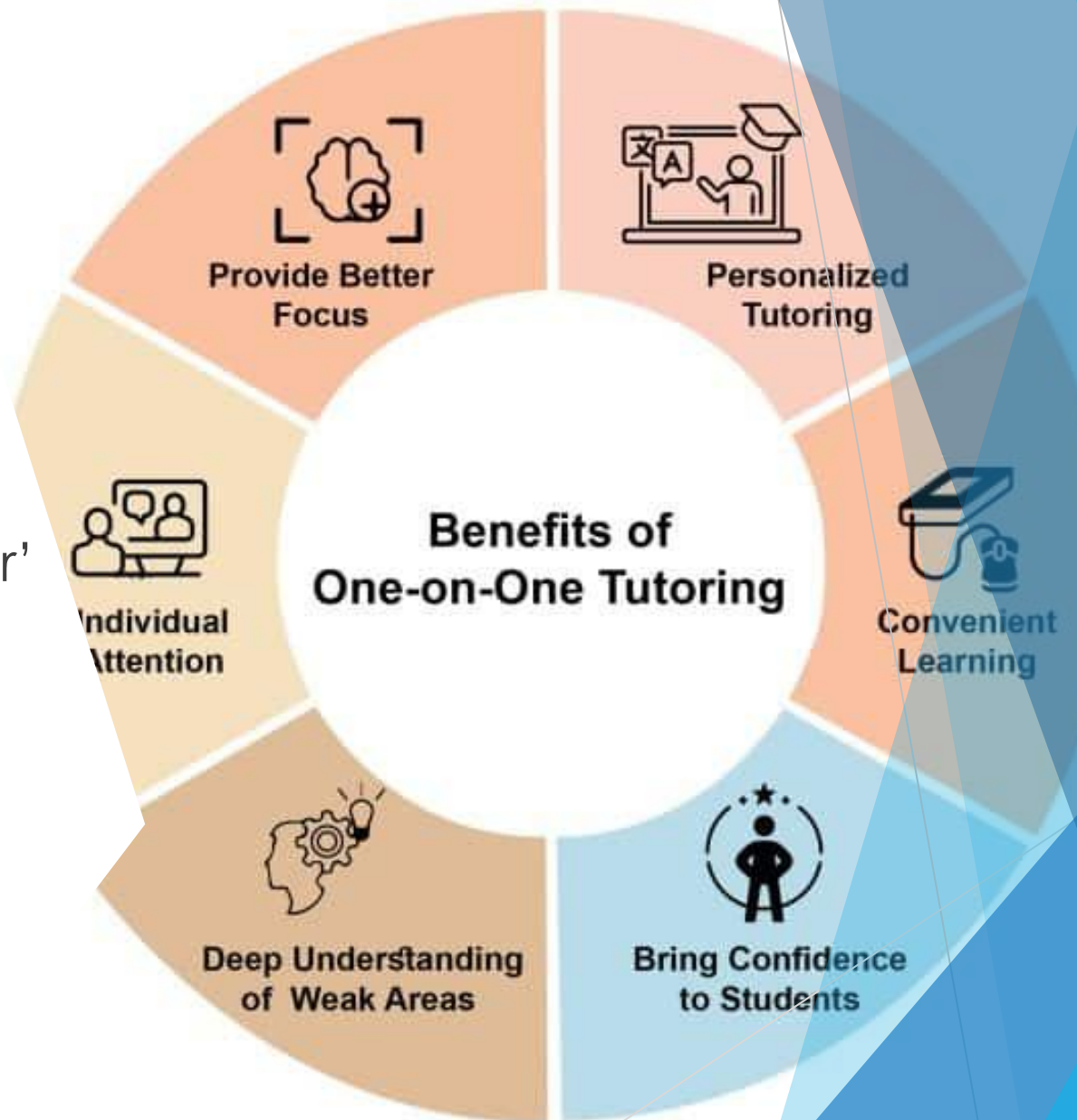
- ▶ Clearly define roles
- ▶ Develop effective lines of communication
- ▶ Provide decision-making guidelines
- ▶ Be a mentor
- ▶ Model trust and respect
- ▶ Make time

One person is the tutor, and the other is the teacher. Using what you have learned, have a dialogue about the situations below. Take notes, as you may have time to complete more than one. Be ready to share with the class.

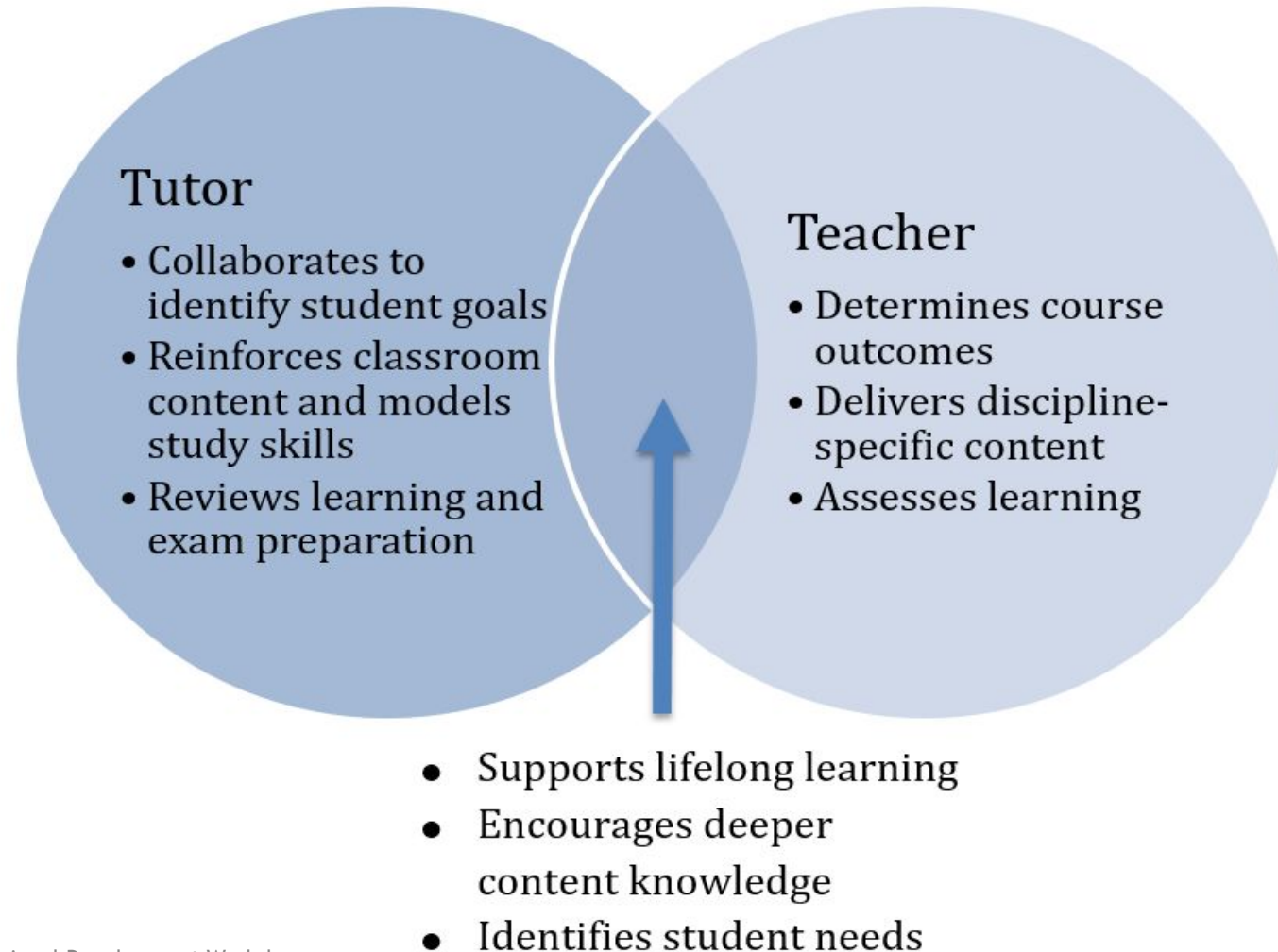
1. A new tutor has started in your class. They come from a background outside of education, are a perfectionist, and have anxiety about saying or doing the wrong things.
2. As a teacher, you have little time for anything extra. A new tutor has started in your class. They are passive-aggressive, making students uncomfortable to ask them for help.
3. As a tutor you have worked with many fantastic teachers with whom you got along. This teacher, however, seems set in the way they manage their classroom. You have a great rapport with the students but not the teacher.
4. Create your own situation.

Benefits of Tutors in Classes

- ▶ Improves the student's attitude toward learning
- ▶ It's like having another 'teacher' in class for students
- ▶ Encourages self-directed learning
- ▶ Improves confidence and self-esteem
- ▶ Stress-free environment



Tutor-Teacher Dynamic



Sources

- ▶ The National Tutor Association
<https://www.ntatutor.com/#:~:text=The%20National%20Tutoring%20Association%20is,to%20the%20advancement%20of%20tutors.>
- ▶ <https://www.trcc.commnet.edu/learning-resources/tutoring-tasc/tutor-training/tutoring-techniques/>
- ▶ <https://tesidea.com/blog/the-undeniable-benefits-of-tutoring-and-how-it-helps-your-students/#:~:text=Tutoring%20Has%20Been%20Shown%20to%20Increase%20Test%20Scores%20by%2012%25&text=What's%20more%2C%20students%20who%20were,GPAs%20and%20graduate%20from%20college.>

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We want your feedback.
Insert evaluation link

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