



A+ Tutoring Handbook

This student manual is intended to provide key information about the tutoring process. It defines the guidelines A+ students must follow to receive credit toward meeting the requirements of fifty (50) documented hours of unpaid tutoring/mentoring.



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A+ Tutoring General Information

A+ students must perform 50 documented hours of unpaid tutoring or mentoring (25 must be on Parkway property, with Parkway students, supervised by a Parkway staff member). Hours must be submitted by May 1st of the student's graduation year.

- 0-25 hours may be community service through a non-profit organization
- 0-12.5 hours may be job shadowing

A+ students must complete **one training session**, and have the following documents on file before they may begin earning tutoring hours:

- A+ Schools Program Participation Agreement
- A+ Schools Program Tutoring Training

If you complete online training, you and your parents will print and sign a Certificate of Completion and return this certificate to your A+ Coordinator.

You may not earn credit for community service or tutoring hours completed prior to having this document on file.

A+ students are advised to begin earning tutoring hours during the second semester of their freshmen year or the beginning of their sophomore year.

All tutoring must be completed by May 1st during the year of graduation.

An A+ student's documentation and/or tutoring hours may be audited at any time.

A+ students should become familiar with the information in this manual.

Five Steps to Being an Effective Tutor

STEP ONE: Know What is Expected of You as a Tutor

Know your responsibilities and duties as a tutor.

- Arrive at your assigned tutoring site on time.
 - Learn and use the appropriate procedures for signing in and out at your assigned site.
 - **Attend regularly!** Remember, people are counting on you.
 - **Dress and act appropriately.** You are a role model!
 - Be prepared for each tutoring session.
 - Become familiar with school rules and classroom procedures.
 - **Never** criticize the supervising adult or the rules of the classroom during the tutoring session.
 - Treat everyone with respect (administrators, teachers, students, staff, parents, etc.).
 - Be polite.
 - Keep your records up to date and accurate.
 - Turn in the required paperwork.
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STEP TWO: Setting Up the Tutor Session

The better you are prepared, the better you will be able to tutor.

- Learn the student's name and pronounce it correctly.
 - Make sure your student(s) understands the purpose of tutoring.
 - Try different methods to help the student be successful.
 - Confer with the supervising administrator, counselor, or teacher on a regular basis.
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STEP THREE: Meeting Your Student's Needs

The better you meet your student's needs, the better the session.

- Be a good listener and establish a good rapport with the student.
- Build the student's confidence whenever possible.
- Know the skills you are working on for each student.

- Never let your student struggle to the point of frustration.
 - Focus on the whole student, not just academics.
 - Believe in the student and provide positive feedback.
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STEP FOUR: The Ingredients of a Good Tutor Session

The following are some of the necessary ingredients for a good session.

- Give your student(s) your undivided attention during tutoring sessions.
 - Have empathy (*not sympathy*) with your student's problems.
 - Be honest.
 - Have a sense of humor.
 - Have the ability to "lighten up" a situation.
 - Interact well with your student; have a give-and-take attitude.
 - Know your student's strengths and weaknesses.
 - Work through your student's strengths to improve his/her weaknesses.
 - Make your student feel good about him/herself and his/her accomplishments.
 - Use mistakes and failures as positive learning experiences.
 - End the session on a positive note.
 - **Always** keep information **CONFIDENTIAL**. Student names and/or academic needs are confidential. **DO NOT** share this information or any other personal information that a student may tell you with anyone other than the adult supervising the tutoring session and/or the A+ Schools Coordinator.
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STEP FIVE: Ending the Tutoring Session

Do not just say "good-bye" when the session is over.

- End the session with a positive comment.
 - Confirm the next session.
 - Do any necessary paperwork.
 - Follow checkout procedures, where appropriate.
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Tutoring Strategies

1. Build positive relationships. Kids want you to like them and respect them. “It’s not how much you know, it’s how much you care.”
2. Don’t take things personally. Sometimes kids say things out of frustration or anger. Be ready to forgive.
3. Be patient, calm, and kind – always.
4. Elicit adult help – when things are not going well ask for advice or help from the teacher or adult supervisor.
5. Expect students to behave appropriately. Develop strategies to handle inappropriate behavior. Ask for adult help when needed. Do not wait for things to get out of hand before seeking help.
6. Dissect the directions. Underline, circle, highlight, number the steps in assignments directions and check with the student to make sure the directions are understood.
7. Ask students to look at examples. Discuss or work through examples together before tackling that assignment.
8. Check to make sure students have the needed materials to complete the task.
9. Let the student do as much as he/she can to build their self-esteem. Let it be their work – not yours.
10. Do one or two problems with students then have them do the next one on their own.
11. Give the student time to figure out the problem.

10 Ways to Be a Better Listener

1. Put your body into a listening attitude: be alert, sit straight, and lean into the conversation.
2. Look at the other person. Stay focused on their faces.
3. Try to understand all that the student is communicating; listen for the message that may be hidden behind the words.
4. Do not interrupt. Hear them out before jumping in with your opinions or ideas. Listen even if you DO know what they will say. Poor listeners talk too much.
5. Concentrate. Good listening is focused on the speaker.
6. Listen for the main ideas.
7. React to what is being said. Nod, make comments and ask questions to let the speaker know you're really listening.
8. Ask questions about what is being said if you are not sure. Ask clarifying questions that lead to better understanding. Use open-ended questions ... "Explain that to me...How do you think that should be done...What could we do to solve this." If you still are not sure your understanding is correct, try saying, "So, if I'm hearing you correctly, ..." and then state your interpretation. Students can then affirm or contradict your understanding.
9. Get rid of things that distract you; shut out the noise, move to a quieter area if necessary.
10. Avoid giving advice. Advice becomes a roadblock to communication and critical thinking.



A+ Log Sheet

Student Name (first and last): _____

Graduation Year: _____ Student #: _____

TYPE OF ACTIVITY	DATE	TOTAL TIME LOGGED	SUPERVISOR'S NAME AND EMAIL ADDRESS	SUPERVISOR'S SIGNATURE

It is the student's responsibility to log hours when they tutor and turn in the logs to the A+ Coordinator. ALL FORMS MUST BE TURNED IN BY MAY 1ST OF Graduation YEAR.



A+ Supervisor Evaluation

Student Name (first and last): _____

Graduation Year: _____ Student #: _____

Organization or School Name: _____

Organization or School Phone Number & Email: _____

Name of Supervisor or Teacher: _____

Description of work completed:

Category	1	2	3	4	5
Responsibility/Dependability					
Shows concern for others					
Attendance					
Arrives on time					
Completes assigned tasks					
Attitude during experience					
Shows courtesy and respect					
Accepts tasks willingly					

COMMENTS:

Total Hours Earned: _____

Signature of Supervisor or Teacher: _____

A+ Reference Guide

Listed below are some of the service activities offered by the Parkway High Schools. This list should serve as a reference as to how many service hours will be counted towards the 50 hours. Please note that our students are not limited to selecting these activities to get hours.

Activity	Hours	Documentation Needed
6 th Grade Camp	50	Supervisor Evaluation
Peer Teaching	5	Supervisor Evaluation
Cadet Teaching	50	Supervisor Evaluation
Mentor Courses (culinary, drama, art, PE) where student serves as a mentor.	50	Supervisor Evaluation
Child Development	May vary, log hours	Tutor Log
Tutoring & Mentoring at Elementary or Middle School	May vary, log hours	Tutor Log
High School Heroes	May vary, log hours	Tutor Log
Special Olympics Buddy	7	Tutor Log

Community Service is voluntary work intended to help people in a particular area. Students may earn 0-25 hours for community service and should document that time by submitting a supervisor evaluation form. Students cannot be paid for the service and it must be done through non-profit community organizations. Volunteer work for a private business or individual will not be accepted. Students must be enrolled in the A+



program and have completed the tutor/mentoring training prior to any hours being counted.