

# Tutoring 101

Making Connections to Support Students Effectively

# Introductions

- **Who's in the room?**
- Participant Introductions:
  - Name
  - How you'll be working with students this year
  - Motivation for getting started with this work

# Goal Setting and BIG Questions

- **What are your goals for this school year and your work with students?**
  - Write them down
  - Turn and talk
- **What are your BIG questions?**
  - Write them down and pass them in
  - “Parking Lot”



# What's the Plan?

- Introductions
- Goal Setting
- Best Practices
- Relationship Building
- Common Tutoring Scenarios
- Continuous Learning & Self-Care
- Q&A
- Closing

# Tutoring “Best Practices”

- Protecting Students AND Tutors
- Tutor/Student boundaries
  - Physical & conversational
- Data Confidentiality
- Organizations may have specific rules and policies in regards to appropriate conduct with students – ASK!



A row of paper figures holding hands on a beach at sunset. The figures are silhouetted against the bright, golden light of the setting sun. The background shows the ocean and the sky, with the sun low on the horizon. The figures are standing on a wooden boardwalk or pier. The overall mood is warm and supportive.

## Every Kid Needs a Champion

<https://www.youtube.com/watch?v=SFnMTHhKdkw&feature=youtu.be>

# Relationship Building

- **How do we build relationships with other people?**
  - Knowing names
  - Listening
  - Asking open-ended questions
    - Learn about interests
    - Find common ground
    - Ask follow-up questions (Real listening is hard work!)
  - Building trust
- **Encouraging Autonomy**
- **Praise**

# Encouraging Autonomy

**AUTONOMY**  
THE DESIRE TO BE  
SELF DIRECTED

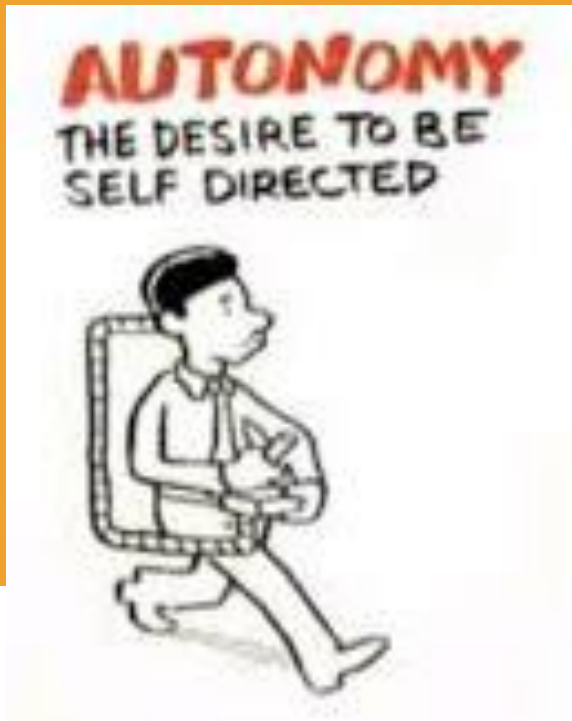


- Scenario 1: You are nine. In the course of the day, adults tell you:
  - Don't bother to try on that shirt, green isn't your color.
  - Give me the jar, I'll unscrew the cap for you.
  - Do you need help with your homework?
- Scenario 2: You are seventeen. In the course of the day, adults tell you:
  - You don't need to learn to drive, I'm too nervous about accidents. I'll take you wherever you want to go. All you have to do is ask.
- Scenario 3: You are an adult. In the course of the day, your employer tells you:
  - I'm going to tell you something for your own good. Stop making suggestions about how to improve things around here; just do your job. I'm not paying for your ideas; I'm paying you to work.

What is your reaction to these scenarios?

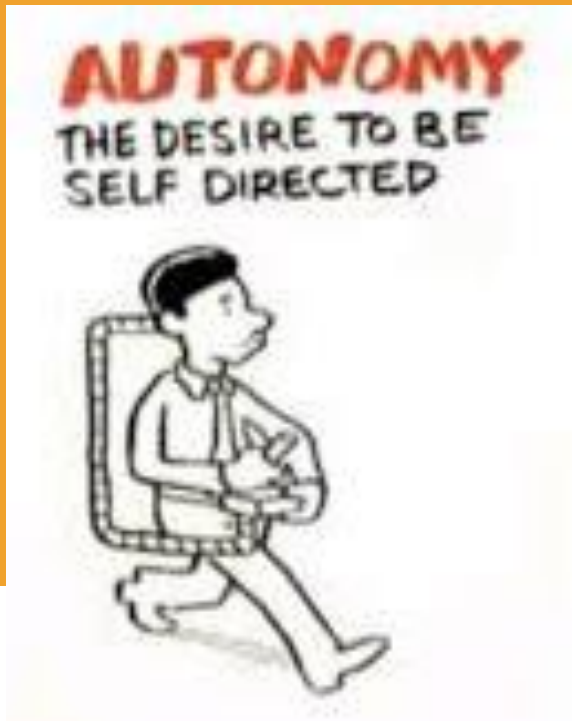


# To Encourage Autonomy:



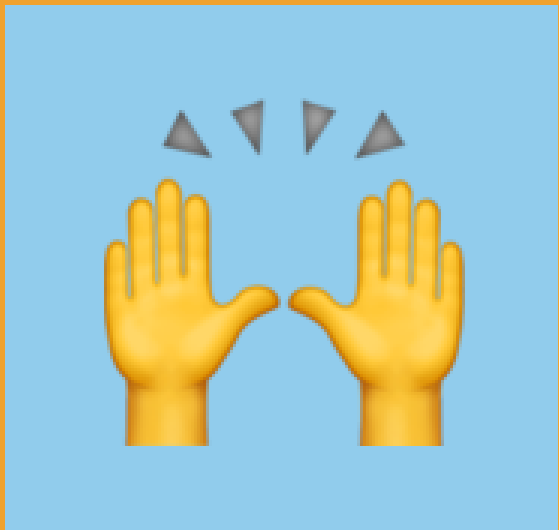
- Let students make choices
  - Which activity would you like to start with?
  - Would you like to do a brain break now or after we complete 3 math problems?
- Show respect for a student's struggle
  - Adding fractions can be hard! It's not easy to find the common denominator.
- Don't ask too many questions
  - Instead of: "How was school today? Did you pass your math test? Which problems were the hardest? Did you remember what we worked on last time?"
  - Try: "Hi! I'm glad to see you!"

## To Encourage Autonomy:



- Don't rush to answer questions
  - Why do we have to study history?
  - "That's an interesting question. What do you think?"
- Encourage students to use sources outside of you
  - You've got to help me with math! I'm so behind.
  - "What do you think about asking your classmates what their study tips are to help you catch up and stay on track?"
- Don't take away hope:
  - "Maybe I'll be an engineer when I grow up!"
  - Instead of prepping for disappointment: "Probably not with your math grades. Let's think of some other jobs you might like."
  - Try: "So you're considering a career in engineering!"

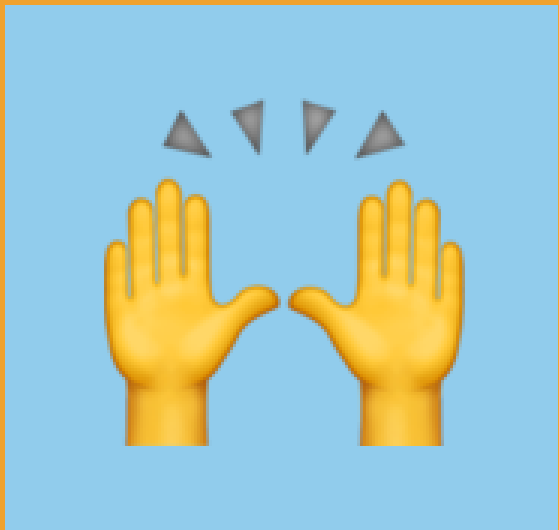
# Praise



- Situation 1: You have an unexpected guest for dinner. You heat a can of cream of chicken soup, add some leftover chicken, and serve it over Minute Rice. Your guest says, “You’re a great cook!”
- Situation 2: You just changed out of your t-shirt and jeans into a new outfit to go to an important meeting. An acquaintance approaches you, looks you over, and says, “You’re always so beautifully dressed!”
- Situation 3: You’ve just started learning how to play tennis and you aren’t making much progress with your serve; the ball usually goes into the net or off the court. You play doubles with a new partner and your first serve lands where you hope it will. Your partner comments, “Hey, you’ve got a perfect serve!”

**What is your reaction to these scenarios?**

# Praise



Helpful praise comes in two parts:

1. The adult describes with appreciation what he or she sees or feels
2. The student, after hearing the description, is then able to praise him or herself.

Instead of evaluating:

- Describe what you see and/or feel
  - “I am very moved by your poem about an eagle. I especially love this line about the giant wings.”
- Sum up the student’s praiseworthy behavior with a word
  - “You’ve been working to memorize that vocabulary list for 30 minutes. Now that’s what I call perseverance!”

## Common Tutoring Scenarios

- Let's put some of this into practice!
- Pair up
- Read scenario together. **How would you respond?**
- Share as a group

## Common Tutoring Scenarios

- A student has a worksheet or assignment that is way above their skill level.
- The students you're working with are doing more playing than working and refuse to get back on task.
- The student you are working with can have a conversation in English, but it seems like they are having a hard time understanding their homework.
- A student you are working with seems distracted is having a hard time focusing on her work.

## Common Tutoring Scenarios

- A student has a math problem that you do not understand.
- The student you're working with is refusing to speak or respond to any of your questions.
- The student you're working with is very sullen and keeps mentioning that they need tutoring because they are stupid.
- A student asks you to edit a writing assignment and you notice many, many grammatical errors.

# Continuous Learning and Self-Care

- This is just the very tip of the iceberg
  - Keep learning!
  - STC training opportunities throughout the year
- **Take care of yourself**
- Educator self-care: growing field with a lot of online resources
  - CALM App
  - Headspace (free for educators!)
  - GoNoodle (online platform to alongside students)





Q & A

## Closing

Revisit your goals from the beginning. **What are some concrete actions you can take to work toward your goal?**

- Spend 3 minutes reflecting and write down your action steps
- Session Evaluations – complete before you go!

Thank You!



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