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| **Topic & Standard** | **Outcome(s)** | **Activities** | **Assessment** |
| 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). | The tutor understands the parameters of the job description.  The tutor understands specified policies and procedures of the tutoring program and any expectations for tutor behavior and interaction with tutees, faculty, staff, etc. | Presentation, Q&A | \*Tutor fills out a matrix comparing the roles of editor, teacher/professor, SI leader, and tutor.  \*Tutor observation form checks for distinct tutor pedagogical strategies and boundaries. |
| Tutoring Guidelines/ Tutoring Do’s and Don’ts  **Standard**: The tutor knows and understands the expected (and appropriate) behaviors and practices of the program. | The tutor exhibits appropriate protocol and behavior in terms of job duties; responsibilities; policies and procedures. | Presentation, Group Activity, Q&A | \*Tutor can explain appropriate and inappropriate practices verbally and in writing.  \*Tutor observation form checks for expected practices. |
| Beginning and Ending Tutoring Sessions  **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). | 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. | Presentation, Practice, “Anatomy of a Session” Activity | \*Tutor can label and describe key parts of a tutoring session.  \*Tutor can roll play setting the parameters and objectives of a session as well as helping a student document a written action plan. |
| Setting Goals & Planning  **Standard:** The tutor can effectively assist learners in planning and/or setting personal academic goals. | 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. | Presentation, Worksheet, Middle and End of the Semester Reflection | \*Tutors set semester SMART goals for their tutoring practice. These goals are reviewed mid-semester in the one-on-ones with the Coordinator and in the end of the semester reflection. |
| Active Listening and Paraphrasing  **Standard:** Demonstrates active listening and paraphrasing skills in the tutoring process. | 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. | Reading: Lipsky’s *A Training Guide for College Tutors and Peer Educators* (78-83), Presentation, Discussion, Activity | \*Tutor can identify effective verbal and nonverbal clues.  \*Tutor can role-play active listening techniques and demonstrate verbal and written paraphrase. |
| 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. | 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. | Reading: *The* *Bedford Guide for Writing Tutors* 5th Edition (99-106).  Discussion, Activity | \*The tutor can role-play strategies for dealing with difficult student situations. |
| 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. | The tutor complies with all institutional guidelines and requirements in keeping with best practices as taught during tutor training. | Reading: *The* *Bedford Guide for Writing Tutors* 5th Edition (102-4). TWU Policy on Academic Dishonesty: <https://www.twu.ca/policy-academic-dishonesty>  Discussion, Activity | \*Tutor can write a dialogue or role-play guiding questions for different types of intentional and non-intentional plagiarism.  \*Tutor can summarize, quote, and paraphrase from the TWU Policy on Academic Dishonesty. |
| 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. | The tutor incorporates specific differentiated tutoring strategies to meet various needs of learners based on learner preferences, strengths/weaknesses, background, or prior knowledge. | StengthsFinders assessment and group coaching session  Reading: Lipsky’s *A Training Guide for College Tutors and Peer Educators* (20-9), Presentation, Discussion, Activity | \*The tutor will complete the StrengthsFinder Assessment and be able to verbally articulate how their strengths inform their tutoring.  \*The Tutor will complete Lipsky’s learning styles assessments and present on how to appeal to different styles. |
| 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. | **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. | Presentation, Handout, Activity | \*Tutor can fill in a chart of Bloom’s Taxonomy and related guiding questions to encourage critical thinking at each level. |
| Peer Observations | Help tutors practice peer-review as well as self-assessment. | Activity, Debrief, One-on-one meeting |  |
| End-of-Semester Reflection | Reflect back on their “Goal Setting” activity and connect their tutoring and training experiences over the course of the semester. | Assignment posted to Canvas  or  Small group conversation | \*Tutor can verbally express their progress on their goals and notable growth/challenges from the semester. |
| **Topic & Standard**  **[English-specific]** | **Outcome(s)** | **Activities** | **Assessment** |
| Writing Centre [& Learning Commons] and Writing Tutoring History/Philosophy | Tutor can articulate a basic understanding of the project of a Writing Centre and writing tutoring therein. | Reading:  Stephen North’s “Idea of a Writing Center”  Group discussion | \*Tutor can present his/her own philosophy of writing tutoring. |
| Writing as Process | Tutor identifies his/her own writing process.  Tutor provides suggestions and activities for each stage of the process. | Reading:  Donald Murray: “20 Ways to Unfinal a Draft”  *The* *Bedford Guide for Writing Tutors* 5th Edition (6-16).  Activity | \*Tutor can map his/her own recursive writing process and strategies/activities to employ at each stage. |
| Dealing with Writing Anxiety | Tutor understands the factors informing writing anxiety. | Reading:  *The* *Bedford Guide for Writing Tutors* 5th Edition (61-63).  Ann Lamott’s “Shitty First Drafts”  Activity | \*Tutor can role-play strategies to assist students with writing anxiety. |
| Essay structure (intro, conclusion, topic sentences, transitions) | Tutor understands the basic structure of an essay. | Overview PowerPoint  Activity | \*Tutor can colour-code a sample essay for structure. |
| Academic Integrity and Essay Format (APA, MLA, Chicago). | See CRLA outcome above. Tutor understands summary, quote, and paraphrase.  Tutor knows how to look up information on APA, MLA, and Chicago format styles. | PowerPoint, Activity | \*Tutors can explain a basic overview of APA, MLA, Chicago styles and know how to locate appropriate resources.  \*Tutors can explain and demonstrate summary vs. quote vs. paraphrase. |
| Select grammar topics | Writing 100, English 103, English 104 grammar objectives | Self-Assessment quiz, activity | \*Tutor can explain the selected grammar errors.  \*Tutor can self-identify personal grammar errors/patterns. |
| Multilingual Writers | Strategies for coaching multilingual writers.  Interview with a multilingual student. | Read: *The* *Bedford Guide for Writing Tutors* 5th Edition (65-69). | \*Tutor can demonstrate different strategies for working with multilingual students. |