



PEER TUTOR TRAINING Level 3 FALL 2017

Course Description

This course is designed to meet the College Reading Learning Association (CRLA) – Level 3 International Tutor Training Program Certification (ITTPC) requirements for Certified Tutor, Level 3. The purpose of Level 3 training is intended to give experienced tutors the opportunity to develop introductory management techniques, while also receiving additional training and assuming additional responsibilities regarding the tutoring program.

Course Objectives

- Improve the tutor's understanding of the tutoring process
- Strengthen the tutor's awareness of how people learn and how learning theories apply to tutoring
- Broaden the tutor's understanding of diversity and the role it plays in the tutoring processes
- Improve the tutor's management techniques

Training Topics

- Review of Levels 1 and 2 topics (required)
- Self-regulated, brain learning, and memory
- How to tutor target populations
- The role of learning centers in higher education
- Structuring the learning experience
- Training and supervising other tutors (supervisory skills)
- Group management skills (group interaction and group dynamics)

Training Structure

2 hours of in-person meetings with the instructor
10 hours of research (1 hour of presented can be substituted for 1 hour of research)

Training Design

Your experiences as a tutor has provided you with a unique perspective on tutoring in your center. Level 3 training is an opportunity for you to use your experiences to grow and develop in areas in which you are interested by completing an independent study focusing on topics relevant to your tutoring center. Your final product must consider topics from Level 1 and 2, as well as four other topics from the list above. The final product can take several forms; previous products include presentations at a Level 1 or 2 training, resource materials to be used in a center, and smartphone applications.

The trainer will act as a support system to help find resources and guide the tutor through the process. The trainer will use the ITTPC Standards, Outcomes, and Assessments as a tool to provide support and communicate expectations.

Assignments

Attendance: Level 3 training is self-directed and you will have the opportunity set the time in which you will meet with the tutor trainer. It is imperative that you attend the scheduled meetings and are punctual. It is required that you meet for at least 2 hours over the course of the semester and that time can be divided up many different ways. It is suggested that none of the meetings last less than 30 minutes.

Proposal and progress plan: A 1-2 page proposal will be submitted explaining the project. This proposal should address the following:

1. an explanation of the project (e.g. presentation, resource development, smart phone app)
2. an explanation of how the project addresses topics covered in Level 1 and 2
3. an explanation of how the project addresses at least four topics below:
 - a. self-regulated learning, brain theory, and/or memory
 - b. how to tutor/deal with target populations
 - c. the role of learning centers in higher education
 - d. structuring the learning experience
 - e. training and supervising other tutors
 - f. one topic not included in the list along with a justification
4. a tentative schedule of how you will use the remaining eight hours of training, including proposed meeting times.

Project: The final project will be assessed based on the framework designed in the proposal. A rubric (included) will be used to assess how the project effectively addresses the topics listed above.

Grading Policy:

Grades in this course are based on the following:

- 20% Attendance
- 20% Proposal and progress plan
- 40% Project

Grading Scale

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

Pass= A, B, C / Fail= D, F

Students must complete this course with an 80 or above to receive certification.

Level 3 Rubric

- Develop a research topic related to tutoring based on your personal experiences and interests. Topics can include tutoring target populations, training and supervising other tutors, group management, etc.
- Discuss your topic outline during one -on-one consultation and decide on a completion date.
- The paper should be an appropriate length to fully cover the topic in detail. A minimum of 8 pages of written content is expected.

	Satisfactory	Unsatisfactory
Integration of Knowledge	The paper demonstrates that the author has applied concepts learned during tutor training and through personal experiences tutoring.	The paper does not demonstrate the author's understanding of tutor training topics and the relevance to personal experiences.
Topic Focus	The topic is narrowly focused and follows the plan set during one-on-one consultations. A thesis statement provides direction for the paper.	The topic is not clearly defined and does not follow the plan set during one-on-one consultation.
Depth of Discussion	All sections include in-depth discussion and elaboration on key points.	Little in-depth discussion or brief discussion in only a few sections of the paper.
Cohesiveness	All information from supporting sources is relevant to the topic and ties in well. The paper flows from one section to the next.	The paper does not tie together information and it does not flow.
Spelling and Grammar	Minimal spelling and/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources and Citations	More than 5 current sources used with proper citations throughout the paper.	Less than 5 current sources and/or a lack of proper citations.
Completion	Paper was completed by set date and is at least 8 pages in length.	Paper was not completed on time and/or is not a minimum of 8 pages.

