Tutor Handbook

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Note: The content of the Handbook does not constitute nor should it be construed as a promise of employment or as a contract between Collin College and any of its employees.

The ACCESS Office at its option, may change, delete, suspend, or discontinue parts or the entirety of the Handbook at any time without prior notice, to best accommodate students and/or CART Writers.
# TABLE OF CONTENTS

1  INTRODUCTION.............................................................................................................................................4
   1.1  Welcome..................................................................................................................................................4
   1.2  Changes in Procedures ..........................................................................................................................4

2  EMPLOYEE DEFINITION AND STATUS .....................................................................................................5
   2.1  Employment Classification ..................................................................................................................5
   2.2  Inactive Employees .............................................................................................................................5

3  EMPLOYMENT PROCEDURES .....................................................................................................................5
   3.1  Change of Personal Data ......................................................................................................................5
   3.2  Weather and Emergency-Related Closings .........................................................................................5

4  STANDARDS OF CONDUCT .......................................................................................................................6
   4.1  General Guidelines ...............................................................................................................................6
   4.2  Attendance and Punctuality ................................................................................................................6
   4.3  Unscheduled Absence ........................................................................................................................6
   4.4  Scheduled Absence ................................................................................................................................6
   4.5  Sexual Harassment Policy ....................................................................................................................6
   4.6  Confidential Information .......................................................................................................................8
   4.7  Ethical Standards ..................................................................................................................................8
   4.8  Dress Code ............................................................................................................................................10
   4.9  Personal Hygiene ...................................................................................................................................10

5  COMPENSATION PROCEDURES ................................................................................................................10
   5.1  Payroll and Paydays ............................................................................................................................10
   5.2  Tutor Sign in Form or Tutor Report .....................................................................................................10
   5.3  Compensation Related to Emergency and/or Weather Closings .....................................................10
   5.4  Proctoring Opportunities ....................................................................................................................10
   5.5  Jury Duty ...............................................................................................................................................10
   5.6  Online Training Required by Human Resources .............................................................................11
   5.7  Travel Time...........................................................................................................................................11
1 INTRODUCTION

This document has been developed to familiarize Collin ACCESS Tutors about key procedures affecting the part-time employment at Collin College. If you do not understand any material or if questions come up that are not covered in this Handbook, it is your responsibility to get clarification.

1.1 Welcome

Welcome! Thank you for being a Tutor at Collin College. You are a very important part of the ACCESS (Accommodations at Collin College for Equal Support Services) Tutor team! I hope you find group tutoring at Collin College a rewarding and enjoyable experience.

The ACCESS Office Mission Statement supports the overall mission of Collin College.

ACCESS Office Mission Statement

The mission of ACCESS is to assist, support, and enhance the students’ college experience by providing appropriate accommodations in compliance with the Americans with Disabilities Act of 1990, academic advising for students with disabilities, and tutoring services for all students while treating individuals with dignity and respect.

Collin College Mission Statement

Collin County Community College District is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect.

Collin Core Values

We have a passion for:

Learning
Service and Involvement
Creativity and Innovation
Academic Excellence
Dignity and Respect
Integrity

1.2 Changes in Procedures

This Handbook supersedes all previous employee handbooks or manuals and memos.

While every effort is made to keep the contents of this document current, the ACCESS Office reserves the right to modify, suspend, or terminate any of the procedures described in the Handbook with or without prior notice to employees.
2 EMPLOYEE DEFINITION AND STATUS

2.1 Employment Classification

ACCESS Tutors at Collin College are classified as part-time employees and should not work in excess of 19.5 weekly hours.

2.2 Inactive Employees

Collin College Human Resources Office has implemented a security process to terminate inactive employees.

Employees that are inactive (not worked and not paid) for 30 days, are terminated by Human Resources for security reasons. If an employee is terminated because they have not worked and not been paid for 30 days but then returns to the same position within the same fiscal year (September - August,) the ACCESS Office can request that HR reinstate the employee. (Employee must return to the exact position which he/she was terminated.)

On the other hand, if the employee returns in another fiscal year, even if he/she returns to the same type position, the employee must do the full employment process. This would include applying for the position online and completing the HR Employment Packet.

3 EMPLOYMENT PROCEDURES

3.1 Change of Personal Data

Any change in an employee’s name, address, telephone number, or a change in the number of tax withholding exemptions, etc., needs to be reported in writing without delay. The W4 and Master Change Form can be found on the HR Benefits website under “forms.”

3.2 Weather and Emergency-Related Closings

At times, emergencies such as severe weather, power outages, or police emergencies can disrupt college operations. In such instances, the college may have an unscheduled closure or evacuation of a campus or district. When this occurs, the college’s website and designated stations will post the closure. Furthermore, the college’s CougarAlert Emergency System can send email, text messages, and voice messages to students and employees in as little as 90 seconds. To sign up, please go to the college's website for details.

For information regarding compensation, go to section 5.
4

STANDARDS OF CONDUCT

4.1 General Guidelines

All ACCESS Tutors are professionals and are expected to conduct themselves accordingly. Their role is to work with students individually or in small groups to clarify course material and facilitate learning.

There is no dress code, but all tutors are asked to dress appropriately. Risqué clothing, although attention getting, can make others perceive you as less than credible. By choosing appropriate clothing, you add value to your tutoring session without a lot of effort.

Be mindful of your personal hygiene. Smells are distracting! Too much perfume or just getting back from the gym can be off-putting to the student. Also, keep in mind that coffee and smoking can also cause odors.

4.2 Attendance and Punctuality

ACCESS Tutors are expected to be on time to each assigned group tutoring session.

4.3 Unscheduled Absence

If a Tutor is unable to make it to a scheduled tutoring session the next day due an unexpected reason, please contact the Coordinator of Student Support Services or the ACCESS Office. The phone number is 972-881-5898 and leave a message.

4.4 Scheduled Absence

Tutors who know they will be absent on a future date due to a doctor’s appointment, for example, are expected to notify the ACCESS Office ASAP. A cancellation flyer will be posted.

4.5 Sexual Harassment Policy

Trustees, administrators, faculty, staff, and other agents of the College District shall not engage in conduct constituting sexual harassment and take appropriate disciplinary action, including dismissal, against employees who engage in sexual harassment, subject to appropriate procedural and due process requirements. Each employee has a responsibility to maintain a workplace free of sexual harassment.

Sexual harassment is defined to include, but is not limited to unwelcome sexual advances, request for sexual favors, and other inappropriate oral, written, or physical conduct of sexual nature.
Unwelcome sexual advances are those not solicited by an individual and are regarded by him or her as unwanted or offensive. A violation of the College District policy on sexual harassment occurs when:

1. Submission to such conduct is explicitly or implicitly made a term or condition of employment, instruction, or participation in other College District activities;

2. Submission to or rejection of such conduct is used as a basis for personnel or academic decisions that affect the individual who has been subjected to sexual advances; and/or

3. Such conduct has the effect of interfering with the individual’s work on academic performance or creating an intimidating, hostile, or offensive work or learning environment.

Procedure for Filing Complaints

The procedures for filing complaints of sexual harassment are as follows.

Informal Resolution

Any individual with a concern or complaint of sexual harassment or who receives a concern or complaint of sexual harassment from another employee, student, or patron shall inform an appropriate administrator. Administrators and supervisors have a duty to respond to sexual harassment complaints. They shall promptly inform a human resources administrator of the complaint.

If the individual attempts to resolve the concern informally and is unable to reach a resolution, the complainant shall bring a written complaint to the human resources office if the complaint relates to a College District employee, or to the dean of students office if the complaint relates to a College District student.

Formal Resolution

In the event of a formal complaint, both the complainant and the accused shall be notified of the charge. The College District shall make every effort to maintain confidentiality of a complaint; however, there can be no guarantee of confidentiality. The steps in the formal resolution procedure are as follows:

1. The complaint shall include the date, time, place, and specific description of the alleged harassment. Within five working days of the filing of a written complaint, the human resources or student development representative coordinating the process shall send notification of the complaint to the accused, the accused’s supervisor, and the appropriate vice president, provost, or the College President.

2. The complaint shall be investigated. Pending the outcome of the investigation, the accused or the complainant may be transferred or reassigned if the circumstances warrant such action. Further, the College President may place an employee on suspension with pay pending the results of the investigation.

3. The investigator shall prepare written findings, and if warranted, recommend appropriate corrective action to the College President. The College President may accept, modify, or reject the recommendation.

4. All individuals who are involved in an investigation, the accused, accuser, witness, or investigator, have a duty to keep all information confidential. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action.
5. The decision regarding corrective action shall be implemented immediately.

6. The College District employee-complainant or the party charged (if an employee) may appeal the disposition of the complaint by following the provisions for employee complaints as outlined in DGBA/LOCAL. Should both parties wish to appeal the disposition, the proceedings may be consolidated at the discretion of the College President or designee so long as this consolidation does not prejudice either party.

7. A College District student-complainant or the party charged (if a student) may appeal the disposition of the complaint by following provisions for student complaints as outlined in the student handbook.

8. Should the investigation reveal that the allegations were knowingly false or malicious, corrective action against the complainant may be recommended.

4.6 Confidential Information

FERPA (The Family Educational Rights and Privacy Act) is the federal law that protects student’s educational records. Tutors are expected to maintain confidentiality in compliance with FERPA.

4.7 Ethical Standards

All Tutors are required to follow the Code of Ethics of both the Association for the Tutoring Profession (ATP) and the National Tutoring Association (NTA.)

Below is the Code of Ethics for the ATP.

• Best Interest: Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.

• Responsibility: Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.

• Integrity: Tutors will practice and promote accuracy, honesty, and truthfulness.

• Fairness: Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

• Commitment: Tutors will fulfill commitments made to learners.

• Respect for Others Rights and Dignity: Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.

• Excellence: Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.

• Respect for Individual Differences: Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.
• Professionalism: Tutors will not engage in inappropriate relations with tutees.

• Confidentiality: Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.

Source: Association for the Tutoring Profession (ATP), http://www.myatp.org/about/410-2/

Below is the Code of Ethics for the NTA.

• I understand that my role as a tutor is to enable students to do their own work using the best learning approach possible.

• I will provide honest feedback in the form of positive praise and/or constructive suggestions to the student I serve in a manner that will be beneficial to their overall learning.

• I will demonstrate faith in my student’s learning abilities.

• I understand that my relationship to the student is professional and not personal.

• I will show respect for my student’s cultural background and personal value system.

• I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student’s questions and/or direct the student to an appropriate resource for the information.

• I will maintain accurate records of tutoring sessions as expected and required.

• I will respect my student’s personal dignity at all times.

• I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.

• I will keep information about the student whom I am assigned confidential.

• I understand that my ultimate goal is to assist my student in discovering how he or she best learns and to help my student develop the skills to achieve his or her best educational outcome.

• I will share any concerns I have with my supervisor.

• I expect to learn along with my student.

• I will keep current in both my subject area(s) and learning methodologies.

• I will remain flexible to my approach to student learning, respectful of the various learning styles and preferences.

• I will share techniques for improved study skills with my students.

4.8 Dress code

There is no dress code, but all tutors are expected to dress appropriately. Risqué clothing, although attention getting, can make others perceive you as less than credible. On the other hand, you should also avoid coming in over-dressed. Tutees relate to peer tutors as students - not teachers or professionals. Use this to your advantage by dressing like an average student. By choosing appropriate clothing, you add value to your session without a lot of effort.

4.9 Personal Hygiene

We’ve all been distracted by someone wearing too much perfume or another who just got back from the gym. Be mindful of these things BEFORE the tutoring session begins. Smells are distracting. Keep in mind that coffee and smoking can also cause odors.

5 COMPENSATION PROCEDURES

5.1 Payroll and Paydays

Employees at Collin College are paid once a month by direct deposit only. TimeClock, an electronic time sheet, takes the place of a paper time sheet. Each tutor’s weekly base schedule will be entered in TimeClock. Each tutor must approve their schedule on TimeClock at the end of each week but no later than Mondays, 12 p.m.

5.2 Sign In Form or Tutor Report

Sign in form/s or tutor reports must be turned in weekly. These documents detail each tutoring session as well as students attended.

5.3 Compensation related to emergency and/or weather closings

Tutors are not paid when there is a weather and/or emergency related closing.

5.4 Proctoring Opportunities

Tutors are given the opportunity to make extra money by proctoring tests. However, when a student does not show up or the test is not available, the proctor/tutor is paid up to 30 minutes.

5.5 Compensation associated with jury duty

Part-time Tutors are eligible for jury duty if it is scheduled for work hours. The employee should give the Coordinator of Student Support Services a copy of the court summons that shows the name, date, time, and location. After time is served, the tutor should complete a sign-in form or tutor report documenting the time. The Coordinator of Student Support Services will input the hours in TimeClock for the tutor.
5.6 Online Training required by Human Resources

Human Resources will require from time to time that you complete some online training. You will receive an email to your Collin email address from Human Resources with directions. Please note you are paid for 1 hour per online training. Use a sign-in form to document your time. Also, print the certificate of completion and attach it to the sign-in form. The Coordinator of Student Support Services will enter the time on TimeClock.

5.7 Travel Time

There is no travel time.

5.8 Students do not show up to tutoring session/s

Tutors are scheduled for the entire tutoring session, whether or not students show up. It is expected that the Tutor stay for the entire scheduled time. A sign-in sheet should be completed even when no students are in attendance.

5.9 How to File Workers Compensation

An employee must complete the First Report of injury form and send it immediately to the Manager of Benefits in Human Resources for the claim to be covered. (The form is available on the college’s website.) This form must be completed whether or not the employee seeks medical care or sees a doctor. The employee should fax or email the completed form to Human Resources at (972) 548-6716 and take a copy with them if they are going to seek treatment, so the medical provider has some basic contact information. HR will then fill in any missing information and fax the form to the carrier, Deep East Texas Self-Insured Fund. If the injury will cause the employee to miss work for more than three (3) days, please contact the benefits manager about leave policy related to on-the-job injuries. Employees may seek treatment for work related injuries at any CareNow or Concentra facility in the DFW area or any other facility that accepts workers’ compensation claims.

6 TUTORING SESSIONS

Note: much of the remainder of this handbook is taken directly from “The Leader’s Guide to Supplemental Instruction. Peer Assisted Study Sessions” by the University of Missouri

6.1 How Schedules are Made

The Coordinator of Student Support Services will set up all group tutoring schedules. First, the Tutor provides their availability. Then, weekly tutoring sessions are worked out keeping in mind the group tutor’s availability and the schedule of classes for that particular semester. Most tutoring sessions are scheduled in one to two hour blocks. Weekly tutoring sessions are scheduled for the entire semester.
6.2 Tutor Guidelines

1. **Be dependable.** Once you have agreed to a weekly work schedule, stick to it! Students are counting on you to be available at your scheduled time.

2. **Be committed.** Make sure to ask yourself why you want to be a tutor. Do it because you enjoy tutoring and not because you are in it for the extra money.

3. **Be discreet.** Maintain student’s confidentiality.

4. **Be non-partisan.** Be respectful of professors instead of criticizing them. Students who don’t like their professors may need help expressing their frustration in a more constructive way. Do not allow a student to draw you into a professor bashing session!

5. **Be knowledgeable.** Attend training sessions, prepare and/or review material for each group tutoring session, be aware of other campus resources (free study skills seminars, writing lab, math lab, computer lab, websites, etc.) that can benefit students.

6. **Be professional.** Check your e-mail and phone messages regularly. The Coordinator of Student Support Services, will contact you regularly by e-mail and may require you to respond promptly.

7. **Be organized.** Keep accurate and up-to-date sign-in sheets including the date, time, course, and campus of each group tutoring session. Make sure each student signs in to each group tutoring session. All tutors should turn in sign-in sheets on a weekly basis.

8. **Be flexible.** When one method doesn’t work, back off and try another. Don’t try to pound square pegs into round holes. Creativity pays off – use metaphors and analogies.

9. **Be patient.** Expect each group tutoring session to be different. Student’s difficulties as well as their reasons for seeking help vary.

6.3 Expectations

It may be necessary to review expectations with tutees to avoid misunderstandings.

**Tutor**

- You are not a proofreading service!
- You are not a miracle worker! If the tutee procrastinated throughout the semester, cramming with you the week before finals will not produce great results.
- You will not know ALL the answers to EVERY question ALL the time.
- You are not an instructor.

**Student/Tutee**

- Tutoring is a two-way street – one in which tutees should play a very active role.
- Tutees are expected to be active participants and contributors in their sessions.
- Tutees should bring all relevant materials, including textbook, syllabus, class notes, past papers, and past tests to tutoring sessions.
- Tutees should come prepared by attending class, taking notes, reading assignments, and trying homework problems.
6.4 Arrangement of the room

Arrange seating and notes in a way that encourages interaction and visibility. This could be accomplished by moving the chairs in a “U” shape or conference style. Sit or stand where all can see or hear you.

6.5 Starting a group tutoring session

There are many different ways to start a group tutoring session, but always introduce yourself first. Next, it is often a good idea to decide on a focus for the tutoring session. Ask the group what they would like to cover in the group tutoring session that day. Set up an agenda.

6.6 Professionalism and Confidentiality

Professionalism also includes confidentiality. Tutees should be able to speak frankly about academic problems, knowing you will not repeat what he/she said outside of the tutoring environment.

7 TUTORING SESSION STRATEGIES

7.1 Do not take responsibility to answer every question. Divert the question to the group and allow all students participate. Guide the students when needed. Our tutors are to facilitate the group as much as possible.

7.1.1 Focus on specific goals: active learning

In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. It is the opposite of passive learning, which may occur through listening to a lecture or reading a paper.

1. **Help students develop learning strategies**
   
   “What do each of you do when you get stuck?”
   
   “Read the directions out loud.”
   
   “Explain the assignment to me”

2. **Avoid Teaching**

   “Show me what you have done.”
   
   “Show me how you get started.”
   
   “Let’s look at your notes.”
   
   “Is there a sample problem or example like this in your textbook?”

3. **Have students work actively**

   “Explain the purpose of doing it that way.”
“Is there an example like that in your book?”

4. **Give positive and negative feedback by relating it to the students work, as opposed to the student’s worth**
   
   “That’s it! All the vocabulary words are spelled correctly, including accent marks.”
   
   “You’ve got it up until step 4; take a look at step 3 and recalculate the formula.”

8. **POLISHING SESSION STRATEGIES**

   **Lecture Review**

   1. During the first 10-15 minutes of the group tutoring session, have the students summarize the most recent lecture, or have them identify the key words from that lecture.
   2. Give the students three minutes to find support in their lecture notes for a given generalization.
   3. Have the students predict the direction of future lectures based upon the past lectures.
   4. Have students arrange terms from lecture and text into a structured outline.
   5. Reinforce new terms or important information by using clearly constructed handouts.
   6. Review material from previous group tutoring sessions.
   7. Take a couple of minutes at the end of the group tutoring session to summarize the main idea covered during the session. Ask the students to help summarize.
   8. Have students write a one paragraph summary of the lecture. List the new vocabulary terms introduced with this lecture.
   9. Formulate potential exam questions, based on the main ideas from the lecture.
   10. Formulate potential answers from details in the lecture notes.

   **Oral Reading of Lecture Notes**

   Note review is a good strategy to use early in the academic semester:

   - Students see the importance of taking comprehensive notes.
   - Students can fill in the gaps in their notes, as well as clear up discrepancies and misinformation.
   - Each student in the group tutoring session has a chance to participate.
   - Group Tutors highlight and discuss the language of the discipline, the new vocabulary. Students identify meaningful examples and check for understanding.

   **Incomplete Outline**

   The Incomplete Outline is an excellent means of helping students recognize the main points and the organizational pattern of information given in lecture. It can also be used for textbook information. Determining the major points can help to sort information and locate the ideas being communicated.
making connections easier to find and understand. It helps the students to figure out what’s important.

The Group Tutor can do this by pointing out the main points that might not be clear from lecture (or a series of lectures) and present to the group an outline with some of the parts missing. Then, the group must work through their notes or textbook to figure out how to fill in the outline.

Example: Aspects of Medieval Life

I.  __________________________
II. __________________________
III. __________________________

Visual Techniques

Some students learn well by creating visual study aids. This type of learner may actually picture the page of notes when answering essay questions on a test. Therefore, notes that are clear, concise and well organized are essential. There are a variety of ways to summarize notes in a few words.

The best visual techniques do more than just condense notes; they help students understand the relationships between topics covered in various lectures and provide a “big picture.” Students who simply memorize their notes as if they contained a series of several hundred unrelated facts may easily miss the point. Visual techniques help pull the ideas together.

Examples:

$ Independence of Women

Positions of Theorists on Basic Assumptions

Freedom  Maslow, Rogers, Freud, Skinner  Determinism

Good  Rogers, Maslow, Freud  Evil

Environment  Skinner, Erickson, Freud, Jung

Heredity  High Expectations  No Social Stigma
Other visual techniques

The ACCESS Office at its option, may change, delete, suspend or discontinue parts of the Handbook in its entirety, at any time without prior notice, to best accommodate the students and/or CART Writers. In the event of change, employees will be notified. Any such action shall apply to existing as well as future versions.
U. S. Events: (Initial time line)

<table>
<thead>
<tr>
<th>Erie Canal</th>
<th>Railroads</th>
<th>Civil War</th>
<th>Industrialization</th>
<th>WWI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1825</td>
<td>1850</td>
<td>1860-65</td>
<td>1900</td>
<td>1917</td>
</tr>
</tbody>
</table>

The Matrix

A matrix is used when the same types of information are provided in the notes or text for a set of topics. A matrix helps students organize information by showing its relationship to similar categories of information.

Colonization

<table>
<thead>
<tr>
<th></th>
<th>Religious</th>
<th>Economic</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dutch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Vocabulary Matrix

<table>
<thead>
<tr>
<th>Term</th>
<th>Paraphrased Definition</th>
<th>Example from Lecture</th>
<th>Example from Textbook</th>
<th>New Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oligopoly</td>
<td>A market where a few firms produce all or most of the market supply of a good or service</td>
<td>Airlines</td>
<td>Soft drink manufacturers</td>
<td>Domestic car makers (G.M.; Ford; Chrysler)</td>
</tr>
<tr>
<td>Monopoly</td>
<td>A firm that produces the entire market supply of a good or service</td>
<td>Niagara Mohawk</td>
<td>None</td>
<td>New York telephone local service</td>
</tr>
</tbody>
</table>

**Time Lines**

Time Lines can be an effective way to show a continuum of events or ideas. Students can use time lines as a frame on which they can hang additional information.

**Double Time Lines**

It is important that students understand the relationship between new material they are learning and what they already know. A historical perspective on key dates in the notes and text can be very helpful. For example, a Psychology instructor mentions a study which was completed in Germany in 1939, the student should automatically place this information in the context of Nazi Germany. More recent information can often be related to events in the student’s own life to make it more meaningful.

**Procedure**

Make sure that the dates are truly important before using this procedure. Then, make a brief, very general time line of events happening in the U.S. and/or world approximately the same time as the dates presented. Give the general time line to the group at the beginning of the session.

Then, have the students draw a duplicate time line directly below the one they have previously constructed. They should work in pairs to find key dates from the notes and text and place them on the new line. Discussion should center on events which were happening at the same time as the dates which were presented in class.
Samples

1. U.S. Events: (Initial time line)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Erie Canal</td>
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<td>1825</td>
<td>1850</td>
<td>1860-65</td>
<td>1900</td>
<td>1917</td>
</tr>
</tbody>
</table>

2. European Immigration to the U.S.: (Secondary time line)

<table>
<thead>
<tr>
<th>Wave I</th>
<th>Wave II</th>
<th>Wave III</th>
<th>Quotas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish &amp; German</td>
<td>N. W. Europe</td>
<td>S. E. Europe</td>
<td></td>
</tr>
<tr>
<td>1840</td>
<td>1880</td>
<td>1915</td>
<td>1921</td>
</tr>
</tbody>
</table>

The Informal Quiz

Frequently used in the beginning of a group tutoring session, the Informal Quiz is used to develop and reinforce comprehension, improve retention of information, stimulate interest in a subject area, and promote student participation in the study session. (The whole procedure may take no more than 10 to 15 minutes.) More specifically, the Informal Quiz enhances an educational experience in the following manner:

1. Allows weaker students to participate equally with strong students.
2. Permits each student an opportunity to demonstrate competence. Allowing the random answering of questions, it lets the shy or unsure students volunteer to answer the one or two questions for which they have answers.
3. Promotes student self-testing of their comprehension level.
4. It allows students to work with test material in a cooperative rather than competitive way.
5. Facilitates students’ ability to interpret, answer, and predict test questions.
6. This is a non-threatening activity because:
   a. everyone is writing, even if they do not know the answer since they can write down the question instead;
   b. uses scrap paper;
   c. paper is not turned in or seen by other students.
The Informal Quiz Procedure

1. Use scrap paper or half sheets.

2. Ask a majority of questions requiring short multiple answers; e.g., “Name one of the three ways to...”

3. Most questions should not be difficult, but should emphasize recall of key points or of minor points related to key points. One, or perhaps two, questions should require use of higher order thinking skills.

4. Questions on familiar material can be varied, e.g., the following:
   a. “The answer is ______________; what is the question?”
   b. “I can’t think of any more. Does anyone have a question I might have asked?”

5. If there are students who aren’t writing answers, say, “If you don’t know the answer, write the question so you will remember what it was you didn’t know.”

6. Call on the weaker students first, whenever they have raised a hand.

7. Restate the question before the answer is given.

8. If possible, find something complimentary to say about wrong answered. “That’s a very good guess. If I weren’t sure, I might have guessed that.” Don’t let wrong answers stand.

Answering questions

Do not take the responsibility to answer each question or provide answers. Try to redirect it to other students in the group tutoring session. Tutors are to facilitate the tutoring session as much as possible.

Phrases that can be used to redirect questions to other students:

- Does anyone know the answer to that question?
- Can anyone find the answer to that in your notes?
- What do you think about that?
- What are we trying to find out?
- How did you do that?
- Tell us more...
- Anything else?
- In what way?
- Why would that be so?
- How would you do that?
- Give an example of that.
- Can you summarize the discussion up to this point?
- If that were true, then what would happen if...?
- Can anybody help Karen answer that question?
- Let's look that up in the book.
- How would you say that in a different way?
- What do you need to do next?
- What do you mean by...?
- What else did they do?
- Can you be more specific?
- What are you assuming?
- How can that be?
- Are you sure?
- How is that related to...?
- How does your response tie into?
- What would _________ say about that?
- Let's take a vote.
Other Suggestions for the Group Tutoring Session

- Provide direction, not dictatorship.
- Guide the conversation, but remember to limit how much you talk.
- Encourage participation.
- Control tutees that dominate the session. Make sure everyone in the group gets a chance to participate; non-participants must be drawn into the activity.
- During the first 10-15 minutes of the session have the students summarize the most recent lecture, or have them identify the key words from that lecture.
- Consciously, but slowly, draw shy tutees into the flow of conversation.
- Have the students predict the direction of future lectures based upon the past lectures.
- Have students arrange terms from lecture and text into a structured outline.
- Review material from previous sessions and lectures.
- Have students write a one-paragraph summary of the lecture. List the new vocabulary terms introduced with the lecture.
- Highlight and discuss the language of the discipline, the new vocabulary.
- Formulate potential exam questions, based on the main ideas from the lecture.
- Formulate potential answers from details in the lecture notes.
- Summarize the contributions of all students and integrate them into a whole. This reinforces learning and helps all to see their contribution and feel included.
- Encourage interaction by having tutees answer each other’s questions.
- Respect all questions or responses offered by students, no matter how basic.
- Maintain productivity of the session by preventing irrelevant arguing or repetition.
- Ask open-ended questions.
Concluding a group tutoring session

The group tutor should always make time to conclude a group tutoring session to ensure that students do not lose sight of the “big picture.” Always reserve the last few minutes to use any of the following closure techniques.

Closure Techniques

✓ Technique #1: Informal Quiz
   When time permits, the informal quiz will help students put all of the important ideas together.

✓ Technique #2: Predict Test Questions
   Divide students into groups of two or three. Have them write a test question for a specific topic, ensuring that all major topics have been covered. Ask students to write their question on the board for discussion. This technique requires more time but the benefit is that students see additional questions which focus on the specific material that has just been presented.

✓ Technique #3: Identify the “Big idea”
   Ask each person to tell what he or she thought was the most important concept, idea, or new understanding they learned during the session. These can be called “take homes.” That is, if they could only take home one thing from the information presented, what would it be? Ask each student to offer a different “take home.” This technique can be useful if you are nearly out of time.

   If there is sufficient time, have students organize the selected topics into more generalized concepts. We know that students frequently feel overwhelmed by the sheer volume of information that they have to deal with during the semester. They need practice with organizing all of the information presented.

✓ Technique #4: Predict the Next Lecture Topic
   Have students predict the next lecture topic. See if there are connections between the last lecture and the next one. This activity helps to prepare them for new material, especially if it can be connected to information they have just mastered in the group tutoring session.

✓ Technique #5: Summarize the Procedure/Steps/Etcetera
   Sometimes it is more important to go over how an answer was arrived at, rather than reviewing the answer itself. Remember to give time to the process of learning.

Remember, the more you experience group tutoring, the easier it will become to facilitate group tutoring effectively. Keep in mind you are not expected to know every answer to every possible question. The Group Tutor’s role is to facilitate the learning process.
ADDENDUM

9.1 Training

Collin College typically offers training annually and all part-time Tutors are expected to attend. Tutors are paid for their time.

9.2 Evaluation

Students are given the opportunity to evaluate Tutor/s each semester.

9.3 College Wide ID (CWID)

All employees are assigned a CWID. You will use that number often.

9.4 Do You Need Accommodations?

If special accommodations are needed to carry out essential functions of a tutor’s job, please contact the Director of ACCESS.

9.5 Payroll and Forms

1. TimeClock

TimeClock is an electronic time sheet. The Coordinator of Student Support Services will enter your base schedule in TimeClock each week. On Friday (but no later than 12 p.m. on Mondays) you must check off the tutoring session hours that you worked on TimeClock.

2. Sign in sheet or Tutor Report

Group tutors must take a sign in sheet (or tutor report) to each group tutoring session. Students in attendance must sign in. A sign in sheet must be completed for each tutoring session, even if there were no students.

Sign in sheets (or tutor report) must be turned in weekly after you approve your hours on TimeClock. The Coordinator of Student Support Services must have all your sign in sheets on each Friday (but no later than Monday at 12 p.m.)

3. Payday

All college employees are paid at the end of virtually every month.
10 ACKNOWLEDGMENT

I acknowledge that I have received a copy of the Collin College Tutor Handbook, and I do commit to read and follow these procedures.

I am aware that should I have questions regarding any of the procedures I should direct them to the Coordinator of Student Support Services or the Director of ACCESS.

I am also aware that Collin College ACCESS Office may at any time change, add to, or delete any of the procedures with reasonable notice.

________________________________________
Employee’s Printed Name

________________________________________   ______________________________________
Employee’s Signature                        Date

The ACCESS Office at its option, may change, delete, suspend or discontinue parts of the Handbook in its entirety, at any time without prior notice, to best accommodate the students and/or CART Writers. In the event of change, employees will be notified. Any such action shall apply to existing as well as future versions.