

WCRLA BOARD MINUTES
TELEPHONE CONFERENCE CALL
JANUARY 21, 1988

PRESENT: Gwyn Enright, president; Wes Brown, coordinator of state/regional directors; Becky Johnen, secretary; Gladys Shaw, treasurer

Gwyn Enright called the meeting to order at 2:35 PM Pacific Standard Time.

I. Items for discussion

Discussion topics agreed upon	The following items were agreed to by those present as topics for discussion: a. state/regional chapter guidelines b. conference "housekeeping" items c. financial matters
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II. State/regional chapter guidelines

Chapter guideline language revised	The revised guidelines that comprised Attachment F of the Asilomar Retreat Minutes were reviewed in detail. Attachment A of this document reflects language changes recommended by members present.
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WCRLA is liable for actions of state chapters	Becky provided an update on information received from William Paulus, the legal counsel for Chemeketa Community College, regarding liability issues relating to state/regional chapters. Since chapters would be governed by the WCRLA Constitution and Bylaws, then WCRLA could be held liable for actions by the chapters. It was difficult to generate situations that would result in any liability suits, except conference-related items, such as a dissatisfied participant who wanted his/her money back. To protect WCRLA, it was suggested that only state/regional officers handle money and that they be bonded.
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Bylaws addition or Board recommendation options considered	The issue of whether state/regional chapters should be a bylaws addition or a recommendation supported by the Board was discussed at length. Gladys recommended a bylaws addition so that the idea would be formalized and not at the discretion of each new Board. Gwyn suggested a one year policy change with a review at the following conference. Pending feedback from chapters, a decision on proceeding with a bylaws
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change would then be made.

Wes Brown left at 2:55 PM. Since a quorum was no longer present, the remaining members continued to discuss items, but no decisions were made.

Related
chapter
issues
raised

Issues the remaining Board members raised, but came to no resolution on were:
a. should there be one chapter per state/region or area chapters?
b. should there be a state director as well as chapter officers?

III. Conference "housekeeping" items

Board to
meet March
21.

The first Board meeting will take place Monday evening.

A structured
plenary
session is
recommended.

Gwyn will preside at the plenary session. She asked that agenda items be forwarded to her. The Board brainstormed ways for the session to be structured. One suggestion was to have individuals sign up at the door to participate in a small "issue" discussion groups. A resolution would be generated by the small group and presented to the larger group for a vote. The Board felt that the plenary session needed to be structured.

IV. Financial matters

Approval
given to
cover the
proofreading
costs for
the Journal.

Gladys has received a bill from Vince Orlando for proofreading services (\$10 per hour for 20 hours). Gladys brought this to the Board's attention since it was not a budgeted item. Approval was given to debit his account to cover the cost. It was asked that his account be monitored and that Gwyn be notified if it gets overexpended.

Gladys has been asked to serve on the National Research Evaluation Committee for NADE and asked whether WCRLA had any money to send her to the conference. The organization will be sending JoAnn Mullen and Susan Deese

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and does not have additional funds to support a trip by Gladys.

Arizona is interested in a cooperative venture with WCRLA. Gladys will provide guidelines to the regional director on how to access seed money from the organization.

Karen Smith to continue as archivist; reimbursement to assist with moving costs approved.

Karen Smith has accepted a position in Tulane, Louisiana and would like to continue as the archivist for the organization. She has requested money to move the archives there. Gwyn will follow-up with Karen on the cost. It was the consensus of those present that if this cost is not covered in her moving expenses, then WCRLA should cover it.

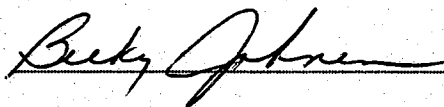
A survey on publication choices was distributed with election information, but was not charged to the election account. The \$35 charge for the publication survey expenses should be charged to Gwyn's account.

Brochure reprint estimates presented.

Gwyn is gathering estimates on the reprinting of the brochure. Two color printing would run \$600 for 5,000 brochures with an additional charge of \$135 for each 1,000 inserts.

The conference call was adjourned at 4:05 PM Pacific Standard Time.

Respectfully Submitted,



Becky Johnen, Secretary

These minutes have not been approved.

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BYLAWS ADDITION
or

BOARD RECOMMENDATION

An article will need to be added to the current bylaws or information for a board policy recommendation regarding the institution of state/regional chapters. The following language is recommended:

ARTICLE XIII - CHAPTERS
or

POLICY RECOMMENDATION - CHAPTERS

1. Upon approval of the Board of Directors a chapter or chapters of the Association may be established in any area within a state, region, province or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.

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4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair elect) and a recorder (secretary and treasurer duties).

5. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent the Coordinator of State/Regions of the Association within one month following the meeting(s).

6. State chapters shall not be affiliated with any other organization.

7. A chapter may be dissolved at its request or by the Board of Directors of WCRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.

8. If a state, region or an area chooses not to have a chapter the position of state/regional director will continue. In the event of the dissolution of a state,

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regional or an area chapter, the Coordinator of State/Regions
of the Association will appoint a person to the position of
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NOTE: Underlined words or sections indicate a revision or
addition to Attachment F of the Asilomar retreat minutes.

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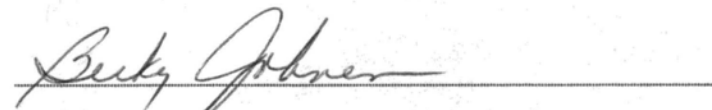
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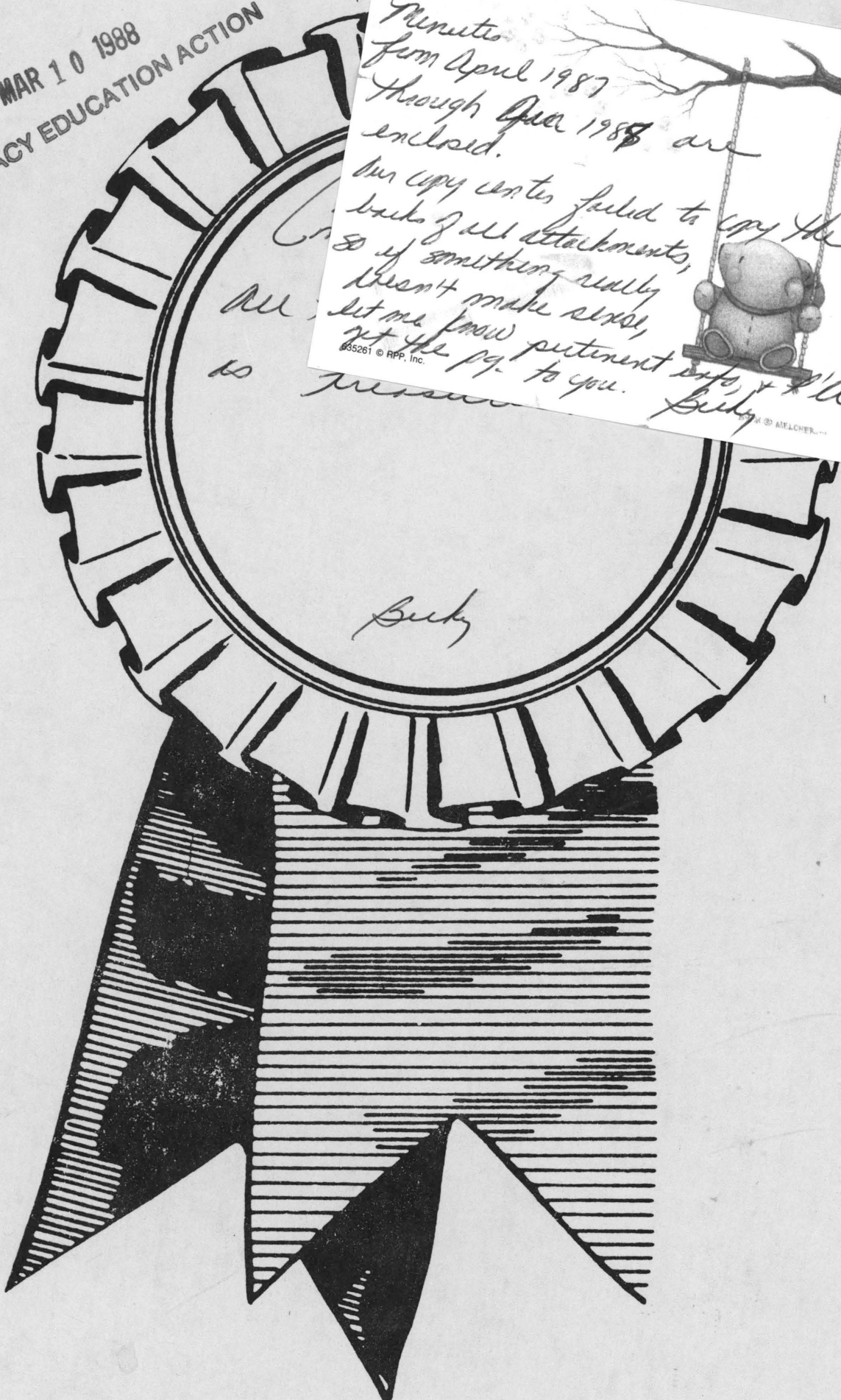
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MAR 10 1988
LITERACY EDUCATION ACTION



3-1

Minutes
from April 1987
through Dec 1988 are
enclosed.

Our copy center failed to copy the
books & all attachments,
so if something really
hasn't make sense,
let me know pertinent info, I'll
get the pg. to you. Bucky

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**Western
College
Reading &
Learning
Association**

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Academic Skills San Diego State University San Diego Ca 92182

January 5, 1988

Georgine Materniak, Coordinator
Learning Skills Center
University of Pittsburgh
311 William Pitt Union
Pittsburg, PA 15260

Dear Georgine:

As promised, here are the Western College Reading and Learning Association Board of Directors' suggestions and comments for revising the Standards and Guidelines for Learning Assistance Programs:

The Board reacted favorably to the general statement of philosophy included in the General Standards, but was more interested in carefully reading the sections of the standards and guidelines dealing specifically with learning assistance programs. Comments fell into three categories - concerns about lack of precision, concerns about restricting programs and services at different kinds of institutions, and concerns about omissions in the standards and guidelines.

Concerns about lack of precision

At this time, terms such as "remedial," "developmental," and "learning assistance" do not convey common meaning throughout the country. Consequently, the WCRLA Board recommends the word "services" be used in place of these words. (This suggestion refers to Mission, p. 63, IA.)

To be a document workable in a variety of settings, language used in the document needs to be both more precise and more consistent.

It is unclear whether the standards apply to a program of learning assistance (a specialized academic support concept with a specific philosophy) or separate learning assistance services (a smorgasbord of instructional support services which may be coordinated but not necessarily systematic).

The lack of precision in language leaves an impression that the requirements for those who teach in learning assistance programs are minimal or nonexistent. Of course, the WCRLA Board thinks



Western
College
Reading &
Learning
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

this impression needs to be avoided.

Concerns about restricting programs and services at different kinds of institutions

Program guidelines could be written to allow flexibility for the institution to set the necessary specifics. For example, the institution should determine what department or agency is responsible for in-service activities. (This suggestion refers to Program, p. 63, II -1.)

The guidelines should recognize that many campuses have components of learning assistance programs crossing several departmental lines. Consequently, whether learning assistance is in instruction or in student services is not clear cut.

In general, more latitude for institutional differences is needed. The WCRLA Board recommends avoiding using the term "must" and instead making a statement and providing examples.

Finally, the WCRLA Board interprets the standards as endorsing one particular model of learning assistance. Since this could spell disaster for other credible models, it is suggested that standards for more than one model be developed.

Concerns about omissions

The guidelines do not reflect the institutions responsibility to students. If a student is admitted, the institution and/or appropriate program takes responsibility for the student at the level he or she was admitted. (This comment is in reference to the Mission, p. 63, I-B-2).

The guidelines lack information on variations of learning styles. (This comment is in reference to Mission, p. 63, I-B-1).

The WCRLA Board suggests the document include recommendations about where an academic program of basic skills fits. In addition, an outreach component (with training) should be included in the learning assistance standards and guidelines.

This long list of suggestions and comments is forwarded to you along with the sentiment that pulling together the Standards and Guidelines is a worthwhile endeavor. We are pleased to have the opportunity to offer these suggestions for the upcoming edition, and we hope we have contributed to an edition that will have an even broader base than the current one.

Cordially,

A handwritten signature in cursive script, appearing to read 'Gwyn Enright', is written over a horizontal line.

Gwyn Enright
President

xc WCRLA Board of Directors

1/5
Gladys -

Happy New Year! This should be
going out with the election materials.
Gwyn

Academic Skills San Diego State University San Diego, CA 92182

Dear WCRLA Member:

Would you like to expand your professional reading? As a WCRLA member in good standing, you now receive the WCRLA Newsletter and the Journal of College Reading and Learning. The Board of Directors would like to know if you would be interested in receiving additional professional publications at a discounted rate. Please answer the questions below and return this form along with your ballot in the envelope provided.

Would you like to receive additional professional publications?
☐ yes ☐ no

Would you like to receive the Journal of Developmental Education for \$12.00* per year (The regular subscription rate is \$14.00 for one year)?
☐ yes ☐ no

Would you like to receive Review of Research in Developmental Education for \$6.75* per year (The regular subscription rate is \$9.50 per year)?
☐ yes ☐ no

What other professional journals would you be interested in receiving if WCRLA could secure a discounted rate?

Thank-you for your response.

Sincerely,

Gwyn Enright
President

*These prices are based on 55% of WCRLA members electing to subscribe to these publications for two years. If more WCRLA members decide to subscribe, the cost would be slightly less. If fewer subscribe, the cost would be slightly more. JDE is published three times a year, and RiDE is published five times per year.

THE TUTORING EXCHANGE

A PUBLICATION OF THE
WESTERN COLLEGE READING & LEARNING ASSOCIATION'S
PEER TUTORING SPECIAL INTEREST GROUP

VOLUME 4

WINTER 1987-88

NUMBER 1

IN THIS ISSUE

Welcome to the Winter 1987-88 issue of THE TUTORING EXCHANGE. We hope you enjoy this issue's articles, ideas, forms, etc.

Karan Hancock & Tom Gier, Editors

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P6 1: TUTOR CERTIFICATION NEWS
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P6 6: TUTOR TRAINING - GREGORIO
P6 8: TRAINING COMPONENTS - TURNER

P6 9: TUTOR GOALS - CONDRAVY
P6 10: WCRLA SACRAMENTO CONFERENCE
P6 10: 1988 KELLOGG INSTITUTE
P6 10: DOCTORAL PROGRAM IN DEV ED

News CONFERENCE UPDATE

Sacramento here we come! The 1988 WCRLA Conference is scheduled to be held in Sacramento from March 23-26. The Conference theme is "Evaluation -- Essential for Excellence." The PEER TUTORING SIG will present a three hour tutor training institute on Wednesday, March 23rd at 1:30 PM and again on Saturday, March 26th at 2PM. This institute will expand upon the ideas, techniques, information, etc. presented at the 1987 Albuquerque conference. In addition to this institute the PEER TUTORING SIG is planning to hold both a breakfast meeting and a business meeting. Also, there will be a special Hospitality Room for the Special Interest Groups this year. The Hospitality Room will enable members from the various SIGs to display information and materials. PEER TUTORING SIG members are encouraged to bring any and all kinds of tutoring materials to display and share. See you in Sacramento.

TUTOR CERTIFICATION NEWS

As mentioned in previous issues, WCRLA's Peer Tutoring SIG is exploring the possibility of establishing a series of national tutoring certificates. To this end Tom Gier presented a workshop during the November 4-6 ACCTLA, Association for California College Tutorial and Learning Assistance, Conference in San Francisco that enlisted comments and input concerning the make-up of such a series of certificates. The following is the outcome of that workshop.

RECOMMENDATIONS FOR NATIONAL TUTOR CERTIFICATION

I. REGULAR/LEVEL 1

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Ten hours of tutor training
2. a quarter/semester tutor training course
3. a quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Definition of tutoring and tutor responsibilities
2. Techniques for successfully beginning and ending a tutor session
3. Some basic Tutoring Do's
 - a. Do give the client/tutee your undivided attention
 - b. Do comment positively on the client/tutee's progress/work
 - c. Do get the client/tutee involved as much as possible in the decision making aspects of the session
 - d. etc.
4. Some basic Tutoring Don'ts
 - a. Don't do the client/tutee's work
 - b. Don't "fake" answer if you don't know
 - c. Don't monopolize the conversation; listen as well as talk
 - d. etc.
5. Role Playing
6. Setting Goals/Planning
7. Communication Skills
8. Referral Skills
9. Study Skills
10. Critical Thinking Skills
11. Compliance with the Ethics and Philosophy of Tutor Training Program

D. AMOUNT OF TUTORING

25 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

II. ADVANCED/LEVEL 2

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Twenty hours of tutor training
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Cultural Awareness
2. Learning Styles
3. Tutoring in specific skill/subject areas
4. Training in the Socratic Method
5. Record Keeping/Documentation
6. Review of tutor training areas from Level 1, part C
7. etc.

*Suggest
Pers. Dev.
for tutor
as well*

D. AMOUNT OF TUTORING

50 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

III. MASTER/LEVEL 3

A. AMOUNT OF TUTOR TRAINING: (one or more of the following)

1. Fifty hours of tutor training
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

B. CRITERIA FOR TUTOR TRAINING

1. Classroom and/or workshop instruction plus any combination of 2-4
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects

C. AREAS TO BE COVERED IN TUTOR TRAINING: (includes, but is not limited to the following)

1. Assertiveness training
2. How to tutor/deal with Target Populations
3. How to administer and interpret a Learning Style Inventory
4. Training and supervising other tutors (supervisory skills)
5. Group management skills
 - a. group interaction
 - b. group dynamics
6. Review of tutor training areas from Level 1, part C
7. etc.

D. AMOUNT OF TUTORING

100 hours of tutoring (actual and/or scheduled)

E. NECESSARY APPROVAL

1. Written approval of content/skill instructor/supervisor
2. Grade of "A" or "B" in subject content being tutored
3. Endorsement of tutor trainer/supervisor

PURPOSE and PROCEDURES

The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from a nationally recognized group, WCRLA, or from a joint group, WCRLA/ACCTLA. Secondly, the certificates help set up a standard

for the minimum skills and training a tutor needs to be successful. How would this certification work?

Once the standards and requirements are established and approved by the appropriate board(s), then the following steps need to be taken by any institution that wants to issue tutoring certificates:

- 1) designate one individual per institution who will act as liaison between the WCRLA, or WCRLA/ACCTLA, Tutoring Certification Committee and that institution;
- 2) the designated individual will then provide documentation concerning how his/her institution's tutor training meets the training criteria outlined by the Tutoring Certification Committee;
- 3) the documentation concerning an institution's tutor training will remain on file with the Tutoring Certification Committee; and
- 4) once the Tutoring Certification Committee has certified an institution and designated an individual who will act as liaison, then the appropriate number and type of tutoring certificates will be issued to that institution.

As you can tell from the above description, the Tutoring Certification Committee leaves the certifying of individual tutors to those who are most qualified, the tutor's immediate trainer/supervisor. What this committee endeavors to do is establish workable standards and guidelines concerning tutor certification and certify that an institution's training meets these standards.

WHAT CAN YOU DO TO HELP? The Peer Tutoring SIG certification committee needs as much input as possible from you concerning ALL of the above mentioned guidelines. If these certificates are going to be successful then they must meet the needs of as many tutoring programs as possible. If you have any comment concerning any aspect of these certificates please forward them, by February 15th, to:

Tom Gier, c/o The Learning Center, Bldg B, University of Alaska Anchorage, 2533 Providence Avenue, Anchorage, Alaska 99508-4670.

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TUTORING TIPS & IDEAS TO SHARE

The following tips and ideas were submitted by S.I.G. members. All those who receive this newsletter are invited to submit whatever items concerning tutoring they would like to share with their fellow professionals. Thank you.

TUTORING PROCEDURES

by

Karl F. Olsen

Southern Alberta Institute of Technology

1301 - 16 Avenue N.W.

Calgary, AB, Canada T2M 0L4

(Editors' note: The following is excerpted from "The Tutor Times, A Newsletter for Learning Skills Centre at SAIT")

A. High-demand times take a bit of practice in handling. If several students are

lined up for tutoring, it can help to lighten the load if each one is welcomed, asked briefly what area of help is needed, and asked to get his/her books and work ready. If the student currently being helped can be left working on a problem, another can often be interviewed and started. By circulating to each one, you can often help those with fewer difficulties get unstuck, leaving more and less-pressured time for those with longer time needs. Don't feel that you need to sit with just one student until all his problems are solved. It is perfectly good tutoring procedure to leave a student alone while s/he is working on a problem as long as s/he knows you are close by, working with others, yet available.

B. The level of assistance can be another concern. Some tutors find themselves being used to complete homework assignments, proofread papers for credit, and give input to take-home exams. If this is a concern, please talk to your supervisor about it. Tutors should not be put in a position where the students are gaining extra marks directly from the tutor input. The tutor influence should be less direct-skills building, exam preparation, errors from exams corrected so that the next exam can be a better experience, etc. Students sometimes need to be told that certain assistance cannot be given. E. g.:

"I can't go through this paper and correct all the errors for you. But I can read it and comment on the organization. I can help you re-organize it. I can also tell you what kind of mechanical errors there are, but I can't correct them all for you. That's proofreading-a skill you must develop."

"I see this is a take-home exam. I'm not allowed to help you write that. What I can do, though, is help you find some similar examples in your text or notes and we can work those through together."

In other words-never turn the student down flat. Always offer some help, but clearly state what cannot be done.

C. It may occasionally happen that students want to discuss individual instructors with you. The students might be feeling pressured, dissatisfied with marks, unhappy with classroom procedures, etc. It is highly important to the professional status of the LRC that you not be drawn into such discussions. Remain neutral and guide the conversation back to the specific tutoring task. Sample situations:

1. STUDENT: "You explain this so much better than Mr. X. I don't think he knows what he's doing!"

TUTOR: "It's much easier to teach one-on-one. It's sometimes hard to gear a lesson to the whole class when there are 30 students in front of you. Now, let's look at number 5."

2. STUDENT: "I thought this essay was O.K. Mrs. X is such a hard marker. She's so grouchy, too. Have others complained?"

TUTOR: "Let's look at her remarks on your paper and see how it could have been improved. Also, tell me what she said she was looking for. Show me your notes, too."

3. STUDENT: "I'm really fed up. Mr. X is going way too fast and leaving everyone behind. The whole class feels like quitting."

TUTOR: "Yeah, there's a lot to cover in these courses. The instructors really have to rush to get it all covered. Let's set up a schedule for you to get a lot of extra help and see if we can help get you caught up."

TUTOR TRAINING

by

Pat Gregorio

and

2nd Generation Tutoring Ad Hoc Committee

Los Medanos College

2700 East Leland Rd.

Pittsburg, CA 94565

(Editor's note: the following is excerpted from "Position Paper: Second Generation Tutoring Model.")

1. Training must be extensive. While we can assume that tutors know the content in which they tutor, imparting that content to students in the most effective manner is not an inherited trait. We don't believe we can afford to offer help to struggling students and then not be reasonably sure that the assistance is sensitive, informed and appropriate for the students' long-range success in school. On-going, systematic training is the most logical, effective means to this goal.

2. Training must balance convergent and divergent needs. Training must be sensitive to the commonalities of the tutoring function across the curriculum and sensitive to the idiosyncracies of particular fields of study. In common are basic tutoring processes, the five phases of learning discussed earlier, and program organization and procedures. In contrast, specific fields of study have individual needs for more intensive study.

3. The training course must cohere, yet provide opportunity for alternative perspectives. While the course must have a clear internal logic, it also must allow several individual instructors to offer their expertise and insights. Thus, although one instructor (the tutor coordinator) will have a dominant role in the course, others will also teach specific sessions.

First Semester Training

The first semester of tutor training consists of two eight-hour workshops and a semester-length class made up of two-hour discussions and two hours of lab time per week.

The workshops provide tutors with intensive training in how to tutor before they actually begin tutoring students. Tutors need to know what tutoring is. Many tend to model their behavior on their past experience with teachers. This is a false lead as there are significant differences between teaching and tutoring functions and roles. Therefore, these workshops are to be scheduled for either (a) the Thursday and Friday before school starts or (b) the Saturday before school starts and the immediately following Sunday. The following topics are suggested for the workshop sessions: definition of tutoring, the tutor cycle, roles of the tutor and the tutee, relating to tutees, phases of learning, and coping with dysfunctional tutees.

The first half of the semester-long, two-hour weekly sessions focus on what to tutor by integrating the five phases of learning (preparation, accessing information, remembering information, and expression information) into sessions. Topics for the sessions include reading, writing, problem solving, reasoning, test taking, and study skills.

The third essential component of tutor training is developing tutors' understanding of and sensitivity to tutees different from themselves. A short time ago, one of the tutors at a meeting used the term "typical tutee." In a population as diverse as ours, such terms are inappropriate. Re-entry students, both men and women; those for whom English is a second language, Black students, Raza students, and students just out of high school are in some ways different from each other. The implications of these differences for students' learning strategies, language use, drop out rates, feelings of opportunity, and so forth need to be examined in light of tutoring. Knowing and appreciating a student's cultural background helps tutors relate to that student on a personal basis. Also included in this section is a two-hour presentation training tutors to recognize students who may have learning disabilities. Tutors should be enlightend and sensitized by hearing about the experiences of members of the various groups mentioned above. Knowing and appreciating a student's cultural background facilitates the development of a productive working relationship. We have to be expecially careful that past inequities in education are not re-emergent in our tutoring program.

The schedule of two hour workshops isn't as rigid as it may sound. Two innovations ensure that the training can be made clearly relevant to the specific subjects in which tutors help students. First, although all tutors will be exposed to each of the topics, options will be structured into the two-hour time block allowing tutors from different disciplines to explore the most relevant topics in more depth. Second, several regularly scheduled sessions will be allocated to each of the eight fields of study for content-specific training sessions.

Subsequent Training

Training after the first semester is designed to keep tutors actively involved in the training program while allowing significant opportunity for individuals to structure their training according to their needs, interests, and experiences. The second semester of tutor training requires that tutors earn two units by accumulating thirty-two hours of training. All tutors are required to attend a few designated first semester training sessions. The rest of their hours will be spent in an individually-structured program selected from among the following options:

1. Attending short-term classes on problem-solving, ESL, or learning disabilities.
2. Assisting in first-semester tutor training sessions.
3. Assisting individual first semester tutors (10 hours maximum).
4. Repeating first semester tutor training class sessions as instructed by tutor coordinator or faculty designee.
5. Following an independent study with specific instructor (subject to ACT approval).

The advanced course may be repeated for 1 or 2 units, for a maximum of four units. After the second semester, however, no course work would be required except for attendance at a few two-hour sessions.

TRAINING COMPONENTS

by

Rick Turner, Director
Tutorial Assistance Program
University of California, Irvine
Irvine, CA 92717

(Editors' note: the following is excerpted from "Description of Tutorial Assistance Program.")

All new tutors must attend training sessions during their first quarter of tutoring. Training includes mandatory enrollment in a teaching skills course offered by the Teacher Education Program. Other components of our training program include: 1) Orientation and TAP philosophy (attended at the beginning of each quarter); 2) Presentation: Learning Skills Center Staff which shares with tutors how they might best pass on information about study and learning skills to tutees; 3) Role Play: Assertive Tutoring; 4) Introduction to Group Process; 5) Tutoring Techniques/Review Sessions and Mock Exams; 6) Shared Experience Sessions which provide new tutors the opportunity to discuss the challenge of their role with each other and veteran TAP tutors; 7) Roundtable discussions with faculty members in whose courses we tutor, academic counselors, TAP staff and tutors to discuss how these relations can improve student learning; 8) Cross Cultural Awareness/Learning Styles which focuses on the importance of Cross Cultural Awareness in the context of tutoring; and 9) Using the Physical Environment which centers on how the tutorial session can be influenced by the architectural and spatial environment.

Evaluation is an important component of our program. Tutor training is evaluated quarterly and we have implemented a new system of tutor evaluation this year that included distribution and collection of a new Scantron evaluation form from all tutees. Tutor Coordinators also provide individual tutors with quarterly evaluations; all tutors must evaluate their tutor coordinator at the end of each quarter. We put great emphasis on on-going relationships with faculty members. Faculty members whose courses we tutor evaluate tutors assigned to their class by answering a questionnaire at the end of the academic year. An additional evaluation tool, video analysis, will be used this year in observing tutorial sessions.

TUTOR GOALS IN TUTORIAL SESSION

by

JOAN C. CONDRAVY

from TUTORIAL SERVICES OPERATION MANUAL
ACADEMIC SUPPORT SERVICES DEPARTMENT
SLIPPERY ROCK UNIVERSITY
SLIPPERY ROCK, PENNSYLVANIA 16057-1326

I. CONTENT

A. What the tutor can do

1. Structure tutoring relationship
2. Provide study skills/test preparation/note-taking suggestions
3. Review notes
4. Clarify concepts
5. Answer questions
6. Explain/demonstrate problems
7. Interpret tests
8. Review material for tests

B. What the tutor cannot do

1. Homework
2. Teach a semester's work in a few sessions
3. Take the test
4. Perform necessary additional studying

II. Interpersonal

- A. Be sensitive to students' academic/personal/cultural backgrounds
- B. Encourage and support positive self-image of student
- C. Provide as many success experiences as possible
- D. Be an empathic listener

III. Form

- A. Meet regularly and punctually with tutee
- B. Contact professor initially and after mid-term
- C. Contact tutee and/or coordinator to cancel appointments



A NOTE FROM THE EDITORS



QUESTIONS? SUGGESTIONS? IDEAS? COMMENTS?

The deadline for the next issue is February 15th. If you have any ideas to share, articles to publish, general tutoring news, reactions to previous issues or anything concerning tutoring send them to: Karen Hancock, Omni Counseling Services, Slippery Rock University, Slippery Rock, PA 16057-1326. Tom Gier, Slippery Rock University, Slippery Rock, PA 16057-1326.

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2-12-88

Dear All,

I hope that all is well with everyone.

Minutes from the January 21 conference call are enclosed. Since we did not have a quorum at the meeting, we decided to have another conference call to vote on the state chapter issue.

My secretary, Judy Billings, will be contacting each of you around February 19 to set this up.

I am still working on revising the general information sheet on state guidelines that includes the purpose for establishing guidelines. I will get those revisions out to you as soon as I can.

Take care. I hope that each of you has a heartwarming Valentine's Day.