



Tutor Manual

Jump Start
KIPP: Victory
KIPP: Inspire
College Bound

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- “How can I work with students who have their heads on the desk or just refuse to do work?”
- “What can I do to keep my students from getting so distracted?”
- “How can I coordinate working with a group of students who may be at different ability levels?”

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Importance of Tutoring, Mentoring, and Coaching

For many students, tutoring, mentoring, and coaching is an important supplement to classroom education.

Struggling students benefit from tutoring for a variety of reasons:

- Provides personalized attention
- Allows students to progress at their own pace
- Encourages deeper understanding of material
- Improves self-esteem and confidence
- Encourages self-directed learning

However, tutoring can be challenging, and you may not always feel like you are making a difference. Do not get discouraged! Harvey Fields, a long-time supporter of EOTO, often reminds tutors: **You make a difference whether you know it or not.** As tutors, mentors, and coaches, we are now a part of our students' lives. We *will* have an effect on them. And if we enter the tutoring relationship with motivation, empathy, and a lot of patience, the effect will be a positive one. Remember that just showing up every week can make a difference in student's life.

Safety Protocols: Mandated Reporting

Anything that makes you uncomfortable or concerned about the safety and wellbeing of the student, or those around the student, should be reported to those in charge, which includes the academic liaisons and the respective EOTO program coordinator. If you are ever in doubt as to whether you should share, it is advised to share because to not report could lead to consequences much more serious than not reporting at all. Some situations, such as suspected child abuse/neglect, must be reported by law.

Examples may include disturbing comments and questions such as, "How many ways are there to die?", "I'm afraid to go home", "I'm hungry.." Even if the student says not to tell anybody, you cannot remain confidential. Make sure the student knows that you are telling someone because you care about his or her well-being.

Immediate Response

Your immediate response should be to redirect back to tutoring ("Thank you for telling me! Because I care about you we will talk to 'liaison's name here' at the end of tutoring, but for now, let's work on ____"). Be sure to follow up with the on-site liaison after tutoring is over. You should also tell your day leader and/or program coordinator.

This information should be communicated immediately—do **not** wait for a few days. Once you have communicated the information you have received/observed, it is wise to write down the details and share it with the coordinator(s) in case more information is requested of you later. Please do not share any of the information with other volunteers or friends. We must respect the privacy of our students and their situation as much as we can.

EOTO Structure

History of EOTO:

Through the late 90s and earlier 2000s, St. Louis schools were undergoing desegregation. Each One Teach One (EOTO) was developed as a way to support the desegregated, primarily African American, students who could not stay after school to receive extra support because they needed to be bused back to their homes across the city. EOTO targeted city students who attended desegregated schools, but was inclusive of all students.

EOTO officially started in January 2000 with approximately 80 WU student volunteer tutors, as a *signature program* on campus. EOTO was and continues to be a commitment to the St. Louis community. The founders did not want the organization to disappear if Washington University students lost interest in the program. Since its inception, EOTO has been led by student coordinators, though it is not a student group.

More information can be found at: www.gephardtstitute.wustl.edu/eoto

Leadership Team (LT):

The overall EOTO Leadership Team is made up of members from each of the four programs. There are two types of LT positions:

1. *Day Leaders/Team Leaders* oversee groups of tutors divided by day (Jump Start, KIPP Victory, KIPP Inspire) or by "team" (College Bound).
2. *At-Large LT members* have specific roles that vary by program, but are used as general support for the program they represent.

The EOTO Leadership Team provides essential support and feedback to program coordinators to assure that all EOTO functions are effective and impactful. LT members serve as liaisons between the tutors, site coordinators, and student coordinators in each program.

How to get involved:

If you have at least one semester of prior experience with EOTO as a tutor, you can apply to be part of the EOTO Leadership Team! We recruit new LT members twice a year, so look for emails regarding LT applications near the end of both the fall and spring semesters. LT applications can be found online at: www.gephardtstitute.wustl.edu

Student Coordinators:

There is a student coordinator for each EOTO program. Coordinator responsibilities include: planning and administering tutor training, overseeing the leadership team, keeping track of attendance, answering EOTO emails, and responding to issues and concerns from tutors. In addition to overseeing their respective programs, student coordinators work as interns in the Gephardt Institute Gephardt and communicate frequently with other Gephardt staff.

Gephardt Professional Staff:

La'Rez Wilson- Manager of K-12 and Youth Initiatives and Supervisor of EOTO

Paul Henderson- Assistant Director of Student Engagement and Service

Stephanie Kurtzman- Director of the Gephardt Institute

Structural Overview



Transportation:

EOTO provides transportation for all EOTO volunteers. Jump Start, KIPP: Victory, and KIPP: Inspire utilize **school buses** from Student First for transportation. It meets at the respective meeting times in front of the external entrance to Mallinckrodt, near the public bus stop.

Jump Start transition tutors and College Bound mentors on Wednesday utilize both personal cars and the Enterprise CarShare service. All drivers are reimbursed for the rental costs or gasoline usage.

Enterprise CarShare

You can see more specific information about the Enterprise CarShare program on the Gephardt Institute website. If you have any questions, please contact Stephanie Kurtzman.

Personal Cars

Some volunteers drive their personal cars instead of using Enterprise Car Share. These include the transition tutors for Jump Start and the Wednesday Office Hours tutors for College Bound. They are reimbursed at a standard volunteer rate according to mileage.

Note: Drivers should only carry the number of people in their cars as the number of seat belts.

Expectations for EOTO Volunteers

EOTO Volunteer Commitment:

- Volunteer as a tutor each week for a minimum of one semester
- Attend tutor training at the beginning of each semester
- Be present and engaged with students during tutoring—keep your phone turned off and your own homework put away
- Model appropriate behavior that aligns with the values of Washington University, the Gephardt Institute, and the host organization/school
- Notify EOTO Coordinator of anticipated absences at least 48 hours in advance
- Adhere to program attendance policies and understand that excessive absences/tardies may require EOTO Coordinator to ask you to leave the program
- Communicate concerns and ideas to EOTO Coordinators, Day Leaders, Team Leaders, or Gephardt Institute staff
- Participate in continuing education opportunities, periodic volunteer meetings, and other special events
- Support recruitment efforts to identify new EOTO tutors and mentors

In addition to the commitments above, please note the following guidelines:

- Do not share personal information with students like your cell phone number, your Facebook account, etc.
- Do not offer material incentives to students like candy, stickers, etc.
- Do not take pictures with students – We do not have consent forms
- Please dress appropriately – No spaghetti straps, short shorts/skirts, low-cut tops, sagging pants, or revealing muscle shirts. No clothing with violent images, explicit language, or references to drugs/alcohol. Please use common sense in representing yourself as a role model and a WU student for K-12 children, even for those in high school.
- Mandatory Reporting- *Anything* that makes you uncomfortable or concerned about the student should be reported to those in charge. (See section under **Safety Protocols: Mandated Reporting**, page 3).

Understanding St. Louis Education

Current State of Education:

St. Louis schools have been undergoing a wide variety of changes. The accreditation clauses of No Child Left Behind Act (2001) continue to have ramifications in public schools. Many St. Louis schools struggle with gaining and maintaining accreditation, which is the government-issued assessment of a school's performance and effectiveness. By-and-large, the St. Louis School system has struggled with these assessments, which is compounded by changing leadership and the continuing racial and socio-economic tensions in the region. Integration in schools is an ongoing and controversial process. Many alternative education institutions operate in St. Louis.

School Systems:

Public Schools:

The most familiar and traditional form of schools is the public school. St. Louis Public Schools (SLPS) runs these schools and help set the standards of their operation. The schools are funded by the government, and are subject to budgets allotted to the schools. Quality ranges in the public school system, and each school is independently accountable for student and teacher outcomes. EOTO: Jump Start works with SLPS elementary schools.

Charter Schools:

Charter schools are alternative public schools that students can opt to attend. They generally accept students non-discriminately and sometimes must rely on random/lottery enrollment. They are still held accountable to the same academic standards as their neighboring public schools and are funded in part by the government and otherwise by private donations/investments/sponsors, such as Washington University's sponsorship of KIPP: St. Louis charter schools. However, they operate under independent leadership. Some are part of national networks, such as KIPP academies, and others operate independently.

Magnet Schools:

Magnet schools are a form of public schools that require applications and go through a lottery and waitlist system that includes a variety of priority pools. They are generally seen as more desirable schools and are high-performing academic institutions. Many offer specialty programs (i.e. arts, bioscience, international, etc.). They are not exclusive to geographical boundaries and are funded by SLPS, though many have eligibility requirements. Some College Bound students attend magnet schools. For more information, reference <http://www.choicecorp.org/magnetbrochure.pdf>.

Non-Profits:

Education non-profits provide additional academic and social support to the public. They operate on a variety of sponsorships, investments, grants, and donations. Generally speaking, each non-profit focuses on specific issues, including college-readiness, test-taking preparation, and/or specialized training. College Bound is a non-profit that focuses on preparing for and encouraging students to go to and through college.

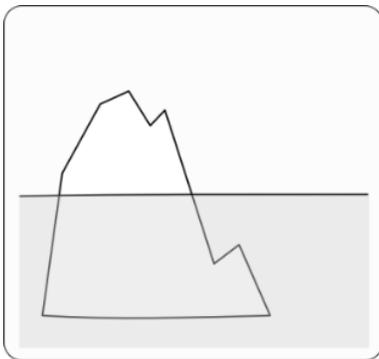
Understanding Student Backgrounds

"The students I work with are not the same kind of student I was... and that's okay."

When building a relationship with your student, it is necessary to recognize that **socio-cultural context can play a role in determining what students value and want to accomplish.** Realize the differences between you and your students in terms of goals, values, and motivations. For example, you may be very concerned about your students learning to read better, but that may not be a concern for you students. They may have other concerns that take greater importance in their lives.

The students we tutor are mostly from low-income homes, attend or have attended under-resourced schools, and are likely to be first generation college students. Because of these factors, some students face additional challenges that can negatively impact their education. For example, students may not have a quiet place to study at home nor reliable internet access, may have to move often between schools, or may have frequent absences. Health factors like asthma, hunger, and mental health can also negatively affect a student's ability to succeed academically.

Iceberg Model of Cultural Competency:



The behaviors that students exhibit are only the "tip of the iceberg." As tutors/mentors/coaches, we usually do not get to see what is going on beneath the water, so we should not make any assumptions.

It is important to recognize any possible biases we may have before going into tutoring and give these up. If we have biases, then those biases will lead to expectations, and developing expectations for students might underestimate their ability and affect the quality of our tutoring.

Talking About College:

When discussing college with our students, it is important to encourage further education as part of their futures. It is also important to keep an open mind to the range of future educational and career paths the students may be interested in. The best thing to do is to ask questions! While you may have strong opinions about what a proper education trajectory looks like, it is best to emphasize the students' freedom to explore and to consider exposure to various opportunities. Suggest a variety of career paths, and avoid fixating on one unless the student is particularly driven toward it; you may not be aware of the factors that affect their opportunities and decisions. Ultimately, they should be excited to find their own path.

The Tutor-Tutee Relationship

One of the most rewarding aspects of tutoring can be the relationship that you build with your students. Even though this relationship looks different in each program, due to age differences, there are guidelines that all tutors can use as they seek to build effective tutoring relationships.

Building Trust:

This may be a challenge especially if students have had negative experiences with tutors or other adults in the past. However, there are many things you can do to build trust with your student:

- *Be consistent*—Attend tutoring every week. If you need to miss tutoring, try to let your student know the week before.
- *Be honest*—If you need to “tell-on” students for misbehaving, warn them of the actions you are about to take so they do not feel like you went behind their backs.
- *Use a clean slate*—If students misbehave or let you down, do not hold it against them. Start the next tutoring session on a good note.
- *Keep your promises*—If you promised to type up the final draft of a student’s work, or promised to look up information about something the student was interested in, make sure you follow through! Do not make promises you can’t deliver.

Tutors as Role Models:

As students begin to develop relationships with their tutors, they oftentimes begin to look up to them as role models. Here are ways to be a positive role model for your students:

- Encourage curiosity and a love for learning
- Tell them about ways to continue their learning outside of tutoring
- Encourage students to set their own academic and personal goals
- Model appropriate communication in front of students. Never gossip about other students or tutors. Share appropriate experiences about college with students—do not talk about drinking, the party scene, or recreational activities that conflict with appropriate school topics.

Tutors as Mentors:

Listen – to how their day went, to problems they are having at school and at home, to what their favorite things are. Sometimes you do not even have to say anything in reply. Simply listening to and remembering what your students tell you can be significant.

Offer advice sparingly. Instead, encourage students to analyze their own problems and brainstorm possible courses of action. If you do offer advice, base it on personal experiences, not your own values and beliefs.

Tutors as Authority Figures:

Although it is natural to want to be “liked” by your students, you also need to be firm with them. All too often, tutors lose control of the tutoring session because they are afraid of being stern with the students. Set up expectations for your students at the beginning of tutoring, and be firm in enforcing them. When students are well-behaved and focused, it is much easier to have fun with them!

Tutors are NOT Parental Figures:

While tutors may interact with students in a variety of capacities, tutors should never try to take the place of a parent or guardian. It is not our responsibility to lecture or moralize a student for their actions. Instead, try to empathize with a student by thinking about why he/she took that specific action in the given situation.

Make sure that you express concern for the *consequences* of the student's actions, rather than your opinion of the actions themselves. Your words should be centered around the well-being of the student, rather than focused on your own morals and values.

Setting Expectations and Goals with Students:

It is extremely important to have expectations and goals for each tutoring session, and for the semester as a whole. Developing these in the beginning of a tutoring relationship will serve as a guide for you and your student:

- Set the expectation that you will be working on academics for the entire tutoring session, even if they finish a specific assigned task
- Have high expectations; expect that students can and will do the work
- Deliver feedback with the message that you are holding the student to high standards because you believe in their ability
- Establish clear goals with the student (for this session, for the semester)
- Anticipate obstacles to your goals and brainstorm ways to overcome them

Tutoring One-on-One vs. in Groups:

Tutoring is traditionally thought of as one-to-one, but multiple EOTO programs involve tutoring in groups. Tutoring a group of students presents unique challenges and can require extra effort and skill for the EOTO volunteer.

Dividing attention between students:

It is likely that one of your students will work faster than the other. You may be trying to give extra help to a student who is struggling, while other students become impatient or jealous and start demanding your attention. The best thing to do is turn to any students who are asking for your attention and let them know that you will be able to help them after you finish with the student you are currently with. Encourage them to work independently to the best of their ability and skip something if it is causing them too much trouble.

Preventing competition and promoting cooperation:

Avoid comparing students to one another or mentioning how fast certain students are working. Whenever possible, have students work together to complete an assignment. Students can also attempt to help each other address questions if the tutor is busy with a different student.

Tutoring Tips

Tips for Encouraging Students

1. You set the tone for the tutoring session – be positive and engaged!
2. Change your definition of success; praise effort and perseverance rather than praising accuracy and speed.
3. Point out when a student struggles on something but eventually figures it out. Let them know about a time when you struggled with something academically, and how you made it through.
4. Make learning new material less intimidating by drawing connections to things they've already learned
5. If a student is giving up on an assignment or is close to burning out, offering an incentive may help. (eg. 2 minute break, get a drink) But be careful not to get students dependent on incentives in order to do work.

Tips for Communicating with Students

6. Avoid "talking down" to your student. Tutors can develop a tendency to treat their tutees as if they are less intelligent or less motivated than they actually are. Sometimes they try to help too much, by hovering over their students and by "butting in" instead of letting students try to do their work on their own. Let your students know you are available if they want help, and politely ask if you can help them check their work when they are done.
7. Watch your wording—the way you say something can turn a student off from tutoring. It is important to keep your words encouraging and empowering to the student.

Instead of this:	Say This Instead:
"What do you need help with today?"	"What are you working on?"
"Do you understand this?"	"This is difficult material, what do you find confusing?"
"Your sentence is confusing."	"I am a little confused by this sentence."
"You can do this problem on your own, it's easy!"	"I like how hard you've been working on these problems!"
OR	
"Look at how fast you did that problem, it must have been an easy one!"	(Avoid referencing the difficulty of the problem or the speed of the student)

Tips for Helping with Homework

8. Guide students to the correct answer rather than giving them the answer. Give just enough support for the student to be successful but still have to put in effort.
9. Give students time to think – don't be afraid of silence!
10. Ask the right questions – open-ended questions rather than yes/no
11. Admit when you are unsure of the answer. Ask another EOTO volunteer, your day leader, or the site coordinator.

Tips on Individualizing Instruction

12. Give up any expectations for how fast a student should be able to learn. You need to meet your students where they are, and stick with them throughout the learning process, for however long it takes. Patience is key!
13. Learn about your students' interests then relate course material to students' lives – convince them why should they care about learning math, science, history, etc.?
14. Tailor your tutoring to the unique learning style of your student.

Visual	Auditory	Kinesthetic
<ul style="list-style-type: none">• Colored writing• Using flash cards• Idea maps• Charts• Graphs• Taking notes• Copying examples• Written instructions	<ul style="list-style-type: none">• Reading out loud• Talking through ideas• Conversational learning• Having students summarize orally• Asking students to repeat directions• Having students speak answers aloud before writing	<ul style="list-style-type: none">• Body movements and gestures• Highlighting• Holding books in hands• Taking notes• Making flash cards• Allowing physical breaks (walk to water fountain, stand up and stretch)• Having students help "plan" the tutoring session

To identify your students' learning styles, you can ask them about how they like to learn, in addition to making your own observations. Compare your own learning style to that of your students, and realize that what makes most sense to you might not make sense to your students.

Tips on Checking for Understanding

15. Slow down the tutoring session. Students often rush through their work and make careless mistakes. Have students check their answers, identify errors, and self-correct when possible
16. Do not let students erase their mistakes! Have them cross out mistakes and rewrite. This way they can see what they fixed, and reference later if needed.
17. Periodically check for understanding—pause and ask students to summarize what they have learned so far.
18. Ask students questions that provoke higher-order thinking. Tutoring is an opportunity to dive deeper into learning than what may be possible in the classroom.
 - ***Analysis questions** look at causes and draw conclusions: “support,” “conclude,” “why”
 - ***Synthesis questions** make predictions and look ahead: “design,” “develop,” “construct,” “what happens if”
 - ***Evaluation questions** reflect and assess: “argue,” “decide if,” “what is your opinion on”

*Adapted from Benjamin Bloom’s *Taxonomy of Educational Objectives*.

Troubleshooting

Q: *What do I do if my students say they can do their work on their own?*

A: Don't force your help onto a student. Let them know you are available for help if they need it, then politely ask if you can help them check their work when they are finished.

Q: *How can I work with students who have their heads on the desk or just refuse to do work?*

A: Instead of criticizing the student personally, say "In my opinion, that's a bad choice. Why not just get the work done now so that you don't have to do it later?"

If tutoring at a school, students may not have the option to choose not to work. Refer the student to the teacher liaison to ask what options the student has.

Q: *What can I do to keep my students from getting so distracted?*

A: Keep the work area clean. Move away from other students and volunteers if needed. Set expectations/goals in the beginning of each tutoring session then remind students of these goals as needed. Plan in short breaks (2 min) after completion of specific tasks.

Q: *How can I coordinate working with a group of students who may be at different ability levels?*

A: See section titled: "Tutoring One-on-One vs. in Groups" under **The Tutor -Tutee Relationship**

For more assistance and general troubleshooting tips feel free to talk to your program coordinator or Day/Team Leader.

Volunteer Reflection

Take time to reflect on your tutoring successes and challenges after each session. Don't be discouraged by a rough tutoring day or a particular student who seems difficult to work with. Take on the challenge! Seek support and ask for ideas from other tutors, your day leader, Leadership Team members, or the coordinator.

Remember that tutoring is a two way street. If you are an active participant in the tutoring process with your student, not only will you get to watch your student grow personally and academically, but you will find yourself growing as well.

"Learning is not a spectator sport."

–Dean James E. McLeod

This EOTO Volunteer manual was created for the purpose of Washington University's Each One Teach One program. Some of the information included in this manual was adapted from the book *Tutoring Matters* (2011) by Tiffani Chin, Jerome Rabow, and Jeimee Estrada; as well as *Tutoring* (2000) by Keith Topping.