Tutor Manual

KIPP: Victory
College Bound
Hawthorn Investigirls
# Table of Contents

**Importance of Tutoring**............................................................................................................................ 3  

**EOTO Structure**........................................................................................................................................... 3  
  - History of EOTO  
  - Gephardt Institute Goals and Values related to K-12 programs  
  - Leadership Team (LT)  
  - Student Coordinators  
  - Gephardt Professional Staff  
  - Structural Overview  

**Safety Protocols: Mandated Reporting**........................................................................................................ 6  

**Expectations for EOTO Volunteers**.............................................................................................................. 6  

**Understanding St. Louis Education**.............................................................................................................. 8  
  - Current State of Education  
  - School Systems  
  - Non-Profits  

**Understanding Student Backgrounds**........................................................................................................ 9  
  - Iceberg Model of Cultural Competency  
  - Talking About College  

**The Tutor-Tutee Relationship**..................................................................................................................... 10  
  - Building Trust  
  - As Role Models  
  - As Mentors  
  - As Authority Figures  
  - Tutors are NOT Parental Figures  
  - Setting Expectations and Goals with Students  
  - Tutoring One-on-One vs. in Groups  

**Tutoring Tips**............................................................................................................................................... 12  
  - Tips for Encouraging Students  
  - Tips for Communicating with Students  
  - Tips for Helping with Homework  
  - Tips on Individualizing Instruction  
  - Tips on Checking for Understanding
Troubleshooting

“What do I do if my students say they can do their work on their own?”

“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?”

Volunteer Reflection
Importance of Tutoring, Mentoring, and Coaching

For many students, tutoring, mentoring, and coaching are important supplements 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! Dr. Harvey Fields, Washington University’s Assistant Dean for Student Success and 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.

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.gephardtinstitute.wustl.edu/eoto

Gephardt Institute Goals and Values related to K-12 programs:

The Gephardt Institute for Civic and Community Engagement’s ultimate aim by offering K-12 and Youth Initiatives is to leverage the human capital and resources of Washington University to positively influence the educational and career opportunities for St. Louis’ youth. The Gephardt Institute is focused on three primary areas as the foundation for K-12 and Youth initiative efforts:

1. Mentoring and college preparation;
2. Aligning internal efforts as university-wide communities of practice; and,
3. Harnessing creative energy for innovation in the K-12 and youth development space.
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 or program
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: [https://gephardtinstitute.wustl.edu/each-one-teach-one/applicant-information/eoto-leadership-team/](https://gephardtinstitute.wustl.edu/each-one-teach-one/applicant-information/eoto-leadership-team/)

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:

*Ashlee Grech:* K-12 and Youth Initiatives Coordinator and Supervisor of EOTO

*Cara Johnson:* Assistant Director of Student Engagement and Service

*Stephanie Kurtzman:* Peter G. Sortino Director of the Gephardt Institute for Civic and Community Engagement
Structural Overview

- Gephardt Institute
  - Each One Teach One
    - EOTO: KIPP Victory
      - Student Coordinator
        - Leadership Team (Day Leaders and At-large members)
        - Tutors
    - Hawthorn Investigirls
      - Student Coordinator
        - Leadership Team (Day Leaders and At-large members)
        - Tutors
    - EOTO: College Bound
      - Student Coordinator
        - Leadership Team (Team Leaders and At-large members)
        - Mentors
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.

**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. **You should never communicate directly with a student outside of a tutoring session, even to communicate an absence.**
- 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**).
Understanding St. Louis Education

Current State of Education:

St. Louis schools have been undergoing a wide variety of changes. The accreditation clauses of the No Child Left Behind Act of 2001 have had many ramifications in St. Louis Public Schools (SLPS). By-and-large, SLPS has struggled with accreditation, which is the government-issued assessment of a school’s performance and effectiveness. Changing leadership and the continuing racial and socio-economic divisions in the region have compounded the challenges and as a result, many alternative education institutions in St. Louis have been established. In January of 2017, SLPS was granted full accreditation, which points towards collective progress and improved outcomes for students.

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.

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, such as the Hawthorn Leadership School for Girls.

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 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 impact their education. For example, students may not have a quiet place to study at home nor reliable internet access. Although it’s important to understand the socio-cultural context of your students, it is also important to remember that despite these challenges, students can fulfill their potential when held to high expectations. It is also important to recognize that tutors also come from diverse backgrounds. Acknowledging your own biases and privilege you carry as WashU student will help you approach tutoring with a sense of cultural competency and humility.

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.
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.* 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 make a moral judgment about 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). However, 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.

<table>
<thead>
<tr>
<th>Instead of this:</th>
<th>Say This Instead:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What do you need help with today?”</td>
<td>“What are you working on?”</td>
</tr>
<tr>
<td>“Do you understand this?”</td>
<td>“This is difficult material, what do you find confusing?”</td>
</tr>
<tr>
<td>“Your sentence is confusing.”</td>
<td>“I am a little confused by this sentence.”</td>
</tr>
<tr>
<td>“You can do this problem on your own, it’s easy!”</td>
<td>“I like how hard you’ve been working on these problems!”</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>“Look at how fast you did that problem, it must have been an easy one!”</td>
<td>(Avoid referencing the difficulty of the problem or the speed of the student)</td>
</tr>
</tbody>
</table>
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. Ask open-ended questions rather than yes/no questions.
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. Connect these interests to learning math, science, history, etc.?
14. Tailor your tutoring to the unique learning style of your student.

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.*

"**Learning is not a spectator sport.**"

– Dean James E. McLeod
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 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 2 min breaks after the completion of a specific task.

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.

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.