Standards, Outcomes, and Assessments

with Expanded Guidance for Developing and Implementing Tutor Training Programs

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Citation Example

CRLA
International Tutor Training Program Certification

Standards, Outcomes, and Assessments

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Foreword by Roberta Schotka

Now is an exciting time to be in the field of learning assistance. Globally, and particularly in the USA, we have seen an increased focus on student success within the college and university setting, and with that focus, programs are reinvigorating long-standing academic support initiatives which bridge the gap between how the faculty teaches and how the student learns. Not only are long-standing programs getting energized, but new tutorial and peer educator initiatives are springing up to address the specific needs of our increasingly diverse student populations. Renewed interest in recognizing tutoring and other forms of peer support (mentoring, coaching, etc.) as "high impact" learning practices are focusing attention on what we, as practitioners, have known for a long time— tutoring matters! When tutorial programs are implemented effectively, both tutor and tutee gain confidence, improve persistence and find deeper meaning in their courses and programs of study.

Within this changing and energized field, I am proud to serve as the CRLA Certifications Director and I am honored to have the opportunity share with you the best practices gleaned from numerous colleagues around the world.

For those of our readers who are not familiar with CRLA, The College Reading and Learning Association has long been recognized as a leader in the field of higher education. The organization's area of focus is on improving student academic support—from tutoring and peer education initiatives to literacy and skill instruction. An integral part of CRLA is the certification initiative which includes both the International Tutor Training Program Certification (ITTPC) and the International Peer Educator Training Program Certification (IPTPC).

As we launch this new edition to the CRLA Standards, Outcomes, and Assessments publication, I thought I would take a little space to give some context for the work of the two certification programs and to connect the work of our current Certifications team with the ground-breaking work of those who have come before.

Background

Seminal tutor training research stretches as far back as the 1970s. A decade later, "Maxwell (1985) and Casazza and Silverman (1996) suggested that tutor training is essential for successful tutoring programs"[1]. Further, "An initial review of the data on tutoring programs indicated that they had no relationship to student GPA or retention. When only those tutoring programs with a training component were considered, however, such a relationship was found." (ibid) According to Boylan, Bonham, and Bliss (1994), 70% of the nation's tutorial programs have a training component." (ibid) They concluded that the "students participating in tutoring programs featuring a training component were more likely to have higher first-term GPAs at both 2-year and 4-year institutions." (ibid).

Very early on, it was clear that training improved tutoring outcomes; however, while it was clear that training tutors is a worthwhile endeavor, there were few specific content recommendations for what

constituted effective tutor training. It is also important to note that unlike most aspects of higher education that are repeatedly evaluated as part of regular institutional accreditation requirements, there is no specific accreditation standard for tutoring, and yet tutoring is widely recognized as the primary out-of-class support system for undergraduate students across the broad spectrum of postsecondary institutions.

With a sense that training was (and still is) an important part of the effectiveness of tutoring and understanding that the field needed more direction if it were going to flourish, the College Reading and Learning Association stepped up. "In 1986, following a national conference, a team was formed to propose and create a formal tutor training program standard for programs in the United States and Canada. That team included Juele Blankenburg; Kathy Carpenter; Tom Gier; Karan Hancock; Gladys Shaw; and Linda St. Clair."[2] Three years later (1989), with input from these well-regarded leaders and other practitioners across its membership, CRLA launched the first iteration of tutor training guidelines. These guidelines have since been widely accepted throughout the higher education community as the benchmarks of a successful tutor training program. With well over 1,000 colleges and universities certified and tens of thousands of tutors having completed CRLA-certified training programs, CRLA has helped ensure the delivery of effective and efficient student-centered academic support to countless college students around the world.

For almost thirty years, the ITTPC certification process remained mostly the same. Applicants completed a paper application which they mailed in (in triplicate) to be reviewed and approved or rejected. Then, at the 2015 CRLA conference in Portland, Oregon, the first digital ITTPC certification application was launched. Prior to that, in 2014, a team of certification volunteer reviewers led by R. Sheets and R. Schotka developed the first edition of the Standards, Outcomes, and Possible Assessments (SOAs) for ITTPC Level 1 certification, followed by the SOAs for Levels 2 and 3, in 2015-2016. Built upon the existing tutor training topics, the SOAs further identified "the knowledge and skills that tutors should acquire in their training and preparation," as well as the "the specific behaviors, information and skills that you want your tutors to incorporate into their everyday tutoring work," and "the specific activities in your training that show how you evaluate and measure the effectiveness of your intended learning objectives, or outcomes" [2].

Today

Beginning in 2018, the ITTPC and IPTPC certifications team, led by R. Schotka and including S. O'Neil; M. Saenz; A. Lewis; and S. Trumble, as well as numerous reviewers both current and past, embarked on a project to update the certification requirements and application based on current trends in the field and input gathered from dozens of program coordinators and directors.

Over the last five years, the Certifications team has been reading and doing action research, reviewing think-pieces and publications, meeting (virtually and in-person) with dozens of learning assistance professionals across the globe, and following in the footsteps of giants, with the goal to create a comprehensive overview of tutor training and not only the "what" of the certification requirements, but also more details about the "how" and the "why" of tutor training in the twenty-first century.

In concert with the updated application and certification requirements, this document and its companion piece, the Standards, Outcomes and Assessments for Peer Educator Training are being launched. As we embark on this next chapter in the life of CRLA Certifications, I am so pleased to share this second edition of the College Reading and Learning Association's Standards, Outcomes and Assessments for tutor training program certification and the updated certification requirements It has truly been a labor of love!

Best,

Roberta Schotka

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[1] Boylan, H. R., Bliss, L. B., & Bonham, B. S. (1997). *Program components and their relationship to student performance. Journal of Developmental Education, 20*(3), 2-4, 6, 8. https://ncde.appstate.edu/sites/ncde.appstate.edu/files/Program%20Components.pdf

[2] CRLA website (2020). https://crla.net/index.php/certifications/ittpc-international-tutor-training-program

Changes in this Edition

When CRLA ITTPC put out the first "Standards, Outcomes, and Possible Assessments" guidance, our goal was to help certified programs connect the recommended topics to appropriate tutor behaviors. It was in line with a larger push to share with one another examples of how each topic could be defined based on the literature. This edition is not different from that perspective.

However, we have added a few new elements to this manuscript to improve readability. We have organized the topics at each level into five categories in line with changes to the CRLA program requirements. The topics themselves have also been adjusted to align with research findings over the last decade, as well as based on feedback from constituents and stakeholders, who rightly reminded us that the topics we were using had been in use since the 1990s and needed some critique.

Relatedly, we have also compiled appendices of support materials to help both new and continuing programs do their own professional development-- including a bibliography of source materials for each sub-category, example session plan templates, and example evaluation rubrics. This document is not meant to be all-inclusive, but we are hopeful that it will provide support and guidance to our colleagues while also sparking creativity and innovation in the field of tutor training.

This revised edition is a collaborative effort between Shawn O'Neil (current ITTPC Coordinator) and Samantha Trumble (current ITTPC Assistant Coordinator), with feedback and peer review from the following colleagues:

- **Amy Spencer,** Ohio Dominican University
- **Edward Coronado III,** California State Polytechnic University, Pomona
- **Howard Masuda (Retired),** California State University, Los Angeles
- **Jenny Crones,** Heartland Community College
- **Kim Cuny,** University of North Carolina at Greensboro
- **Kirk Skoglund,** Rockhurst University
- **Roberta Schotka,** Wellesley College

We offer them many many thanks, as their contributions to this work cannot be understated.

General Information

ITTPC Certification Requirements Overview

CRLA's International Tutor Training Certification Program serves as the foundation and framework for the remainder of this work. Before we begin diving into the Standards, Outcomes, and Possible Assessments, let's take a moment to discuss the ITTPC requirements for certification.

There are four areas of certification requirements-- selection, training, experience, and evaluation. Programs seeking certification will be asked to describe and demonstrate (by uploaded examples) how they meet each area, as part of the application process.

Below is a general overview of each area-- see the CRLA Certifications website (accessible through www.crla.net) for more details. Questions regarding specific requirements can be directed to certifications@crla.net.

Selection

ITTPC Certified programs:

- Interview tutor candidates prior to selection for tutor training and/or tutoring,

- Receive recommendation from content or skill expert (faculty, dean, supervisor) for each selected candidate using a standardized process,

- Verify tutor candidates' grades to ensure at least a "B" grade in the content area to be tutored (or, in lieu of a grade, another method to ensure candidate experience/expertise in the content area equivalent to a "B" grade).

Training

ITTPC Certified programs:

- Provide at least 10 hours of training per level of certification,

- Train their tutors on at least 10 of the ITTPC topics, for at least 30 minutes per topic,

- Have at least five hours of training per level to be completed as "TIS" -- that is, in a way that is Trainer-Led, Interactive, and Synchronous,

- Track and aggregate training attendance in a way that clearly shows which tutors have attended to which training topics for the required amount of time, and how much of that time has been completed as TIS.

Experience

ITTPC Certified programs:

- Track the amount of time their tutors spend tutoring.

- Have a system in place to aggregate or disaggregate data (as needed) to show hours of direct service for each tutor per level.

- Ensure that each tutor has at least 25 hours of tutoring experience as a requirement for completing each level of training.

Evaluation

ITTPC Certified programs:

- Regularly evaluate their tutors at each level of certification (quarter, semester, or year),

- Make the results of evaluation known to each tutor,

- Connect evaluation efforts directly to the goals and outcomes of training.

Each certified program must also re-certify their training program on a consistent basis, to demonstrate compliance with each requirement. The date each recertification is due can be found on the program's certificate.

How to differentiate between the three Levels

CRLA ITTPC certifies tutor training programs at three levels, with each level building on the successful development of the previous one. Programs should consider carefully whether they are interested in certifying at all three levels, or if it makes more sense for them to only seek certification at Level 1, or even Level 1 and 2 but not 3.

The levels of certification do NOT have to do with the proficiency of the training in meeting their training goals-- rather, the more advanced levels are meant to offer additional breadth of learning and development for the tutor.

One way to think about the different levels of training is to view them developmentally using a variation on Bloom's Taxonomy.

- At Level 1, the tutors are learning the content knowledge necessary to be a tutor. They are learning about the "what to do" of tutoring. You are helping the tutor to reach and master the **Knowledge and Comprehension** tasks relevant to tutoring skill.

- At Level 2, the tutors have a clearer understanding of the "what to do" of tutoring, and now they can focus on the "which" and "how." At this level, you are helping the tutor to reach and begin to master the **Application and Analysis** tasks relevant to the tutoring.

- At Level 3, the tutors have a strong understanding of what tutoring is and how to tutor to meet the needs of the student. At this level, they are ready to focus on the "why." You are helping the student reach more of an **Evaluative** understanding of tutoring as a field and career.

This distinction is flexible and is not meant to imply that tutor training should only require "knowledge and comprehension" activities and assessments at Level 1, etc.-- ask your tutors to dig deeply and engage authentically with the material with multiple modalities regardless of the Level. However, keep in mind that training at successive levels should seek to deepen the tutors' understanding of the field, rather than simply reiterate the same content over and over again.

Here are descriptions and suggestions for each level of training:

Level 1

At this level, the new tutor is not expected to have knowledge about tutoring, only content area experience. Introduce your tutors to tutoring according to the policies and procedures that govern your program, in keeping with your institutional requirements and institutional culture. Even if a tutor has prior tutoring experience, they are not likely to be familiar with the nuances of your program.

Generally, it is best to provide at least an introduction to tutoring that includes the job description; policies and procedures; how to start and end a session; and tutoring do's and don'ts, before the tutor begins working with tutees. The remainder of Level 1 topics can be learned in conjunction with actual tutoring, to give your tutors an opportunity to reflect on the training in the context of actual tutoring.

Once the tutor has met the minimum requirements for all training components at this level, you can recognize the individual as having completed a CRLA ITTPC Certified Tutor Training program.

Level 2

As the name implies, the Level 2 tutor has successfully completed Level 1 training components (that is to say, selection, training, experience, and evaluation). The tutor continues to demonstrate mastery over the skills, attitudes, and behaviors in Level 1 training and is now ready to delve deeper, drawing connections between the "skills" of Level 1 and the underlying philosophical and psychological aspects of successful tutoring, specifically how one's worldview influences both one's tutoring and learning.

The Level 2 topics are more reflective than those of Level 1, therefore your outcomes, activities, and assessments should provide more opportunity for reflection and introspection on the part of the tutor.

Once the tutor has met the minimum requirements for all training components at this level, you can recognize the individual as having completed a CRLA ITTPC Advanced-Certified Tutor Training program.

Level 3

Training at this level is intended for the experienced tutor who is interested in learning introductory management techniques, including the theoretical basis for Learning Center/Tutorial Program services, goals, and objectives. The tutor should be given additional training and assume additional responsibilities, which may include the following: engaging in planning services, organizing activities, assisting in training, observing tutors, and creating and

completing center-based special projects. The Level 3 tutor will also explore applied learning theory at greater depth than Level 1 and 2 tutors.

Once the tutor has met the minimum requirements for all training components at this level, you can recognize the individual as having completed a CRLA ITTPC Master-Certified Tutor Training program.

What are Standards, Outcomes, and Assessments?

At the most basic level, Standards and Outcomes guide the creation of both individual training sessions as well as programmatic structures and assessments. They also serve as a direct link between the tutoring program's vision, mission and philosophy, and the behaviors of the tutors themselves. Therefore, even programs not seeking ITTPC certification can still benefit from a clear understanding of Standards, Outcomes, and Assessments. We encourage you to have clear standards and outcomes for all training topics, even those that are beyond the ITTPC minimum requirements.

Standards for Tutor Training

Standards are broad statements that identify the general knowledge and skills that tutors should acquire in their training and preparation. Think of these standards as what makes a tutor excellent in their role as a tutor. They are more specific than a topic, but not as specific as an outcome.

Points to consider:

1. Pay attention to how you use your training time. While the logistics of the tutorial program and institutional policy and procedure are important topics, the bulk of your training time should focus on the specific content the program has identified as pivotal to good tutoring. Remember that the goal of a good tutor training program is to develop the tutor *as a tutor*.

2. As you design your training, model the learner-centered instructional methodologies that you want your tutors to use. In other words, make sure that you are using effective instructional strategies and providing numerous opportunities for active learning.

   - For example, try incorporating small-group discussions, role playing, case studies, actual scenarios, role reversal, share-pair, modeling, and other interactive methods. Minimize trainer-centered lecture method whenever possible-- telling someone something isn't the same as training them on it.

   - If you plan to have a portion of your training facilitated in a non-TIS fashion, consider which topics lend themselves to independent work and which are better conveyed through highly interactive synchronous training elements.

Outcomes for Tutor Training

Outcomes are the specific behaviors, knowledge, and skills that you want your tutors to incorporate into their work. Outcomes can also be referred to as "goals," "objectives," or "learning objectives." They are the *intended result* of your tutor training.

In contrast to Standards, Outcomes are much more specific, reflecting what one should expect tutors to be able to do at the completion of their training experiences.

Points to consider:

1. Outcomes are obvious when they involve specific behaviors or steps in a process, but they may be less obvious when they involve a change in belief, attitude, or opinion. As you work through your outcomes, think carefully about how the topics and standards you choose connect to the type of tutor you are trying to develop.

2. To be effective as a tutor trainer, you must be able to observe and measure the outcomes of your training over both the short- and long- term. If you cannot assess whether an outcome has been achieved, consider using a different assessment tool or reconsider including it as a goal for your training program.

3. To increase the likelihood that your tutors will learn and demonstrate the skills you are training them on, make your intended outcomes transparent before and during training. Trainers who do not clearly state the goals of training have less-effective training programs.

4. Be sure your intended outcomes are as specific and accessible as possible. For example, rather than stating you want tutors to "demonstrate effective tutoring skills" (which is vague and open to interpretation), state that you want the tutor to "greet each student at the start of the session, write down the specific goal for the appointment as articulated by the student, and reserve two to three minutes at the end of the session for the tutee to state what was accomplished" (or whatever specific skills your research or tutoring philosophy indicate are 'effective').

5. This document provides specific behavior-based outcomes for each ITTPC topic and standard. CRLA Outcomes allow you the flexibility to add more specificity regarding tutoring behaviors you are seeking to develop, given your unique cultural and community contexts. The outcome in this document might state, "Tutor uses the *specific* behavior highlighted during training," or similar, with the expectation that you will modify these items to reflect the actual content of your training.

The appendices contain a bibliography of potential source material that may help you adapt these outcomes to your campus and programmatic needs. Remember that the ITTPC review team won't know what you don't make explicit, so expect to spell out your outcomes clearly.

Possible Assessments for Tutor Training

The **Possible Assessments** section for each topic describes how you might assess your tutors and thus measure the effectiveness of your training in meeting the intended outcomes.

The most effective training assessment strategies include both formative assessments and summative evaluations, which, when used together, can help you determine whether your training results in a specific set of attitudes, behaviors, and skills during and immediately after training as well as in the long-term.

Assessment needs to be specific and clearly evidenced; the ideas listed in this document are meant to be a starting place to explore the variety of ways training effectiveness could be measured-- from an activity, a quiz, a paper, to direct observation and/or reflection. You may choose to incorporate our suggestions or develop your own. However, assessment is an essential factor in determining whether a program has met its goals and should not be overlooked.

Points to consider:
1. Assessment is a vital tool to help you determine the effectiveness of your training program. It is as much about the training program as it is about the tutor.

2. Assessment of training is about more than how much your trainees enjoyed training or appreciated the training topic (though that may be part of the picture). Assessment should always link to training outcomes-- the outcome states what the tutor should be able to do, and the assessment proves that they can.

3. Informal formative assessment should be ongoing throughout the semester and provide trainees with specific and timely feedback on how much and how well they are meeting training objectives.

4. To decrease performance anxiety, tutors should be aware of how they will be assessed before assessment occurs and should have the opportunity to provide commentary on any feedback they receive.

5. The most authentic evaluation techniques involve direct observation of the trained behavior. That is, an observer who has been trained on the evaluation tool and metrics, uses a standardized protocol to note how much and/or how well the tutor is demonstrating training outcomes within the tutoring session. However, there are some contexts for which observation is not always possible or advisable. In that case, alternatives can be considered.

6. Wherever possible, the tutor should receive concrete evidence of the assessment that they can review and revisit periodically. This may include written feedback, a completed checklist, etc. Even notes that the tutor takes during a feedback meeting provide some opportunity for reflection.

7. We encourage programs to develop their own assessment exercises and activities as part of the development of their training sessions.

What does certification require regarding standards, outcomes, and assessments?

We encourage you to have clear standards and outcomes for all training topics, even those that are beyond the ITTPC requirements. However, Certified programs are not only encouraged to have a strong grasp of these three elements of training; they must demonstrate their competency with them in the application and renewal processes.

Points to consider:

1. Your trainings must include the following breakdown of topics per level. Additional topics may be selected, but the minimum must be met in each category regardless of how many have been selected in others.

	Level 1	Level 2	Level 3
Basics	4	Review + 2	Review + 2
Communication	2	2	2
Learning or Studying Techniques	2	3	2
Ethics and Equity	1	1	1
Electives	1	1	2
TOTAL	**10 Topics**	**10 Topics**	**10 Topics**

2. Each selected topic must be covered for a minimum of 30 minutes. Consider this time requirement a baseline-- two or more hours may be needed for complex topics or to help your tutors gain the desired level of understanding and skill application.

3. When topics are included on the same line of the ITTPC required topic list, you may choose to include one or more of the topics; however, multiple similar topics will "count" as only one of your topic choices for that category.

   For example, "Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, and Plagiarism)" is listed as a single topic. Therefore, you might choose to offer:
   - a single session on one or more element of this topic,

   - two training sessions on Academic Integrity AND copyright compliance, or

   - four separate sessions with one on each subtopic, or

   - another combination that meets your needs.

However, regardless of how you decide to interpret and divide the topic, it would only count as one of your Ethics and Equity trainings at this level.

4. CRLA ITTPC requires a minimum of five hours of trainer-led, interactive, and synchronous (TIS) training time per level. Trainer-Led, Interactive and Synchronous means:

   a. **Trainer-Led:** The person designing and facilitating the session is a trainer. They are aware of the goals and philosophies of the tutorial and tutor training programs and are (or have been) involved in the process of curriculum design and development.

   b. **Interactive:** The session has at least some active learning element in it, where the tutors are able to reflect, practice, discuss, and/or demonstrate the session content.

   c. **Synchronous:** The session occurs in real-time (whether in-person or online). That is, the trainer can give feedback to the trainees (and the trainees can give feedback to each other) as an integrated part of the trainees' training experience (i.e., formative feedback).

What about guest facilitators?

Many supervisors invite guest speakers into their tutor training sessions to help ensure a robust and well-researched training program, particularly for topics like "Working with Specific Populations" (where representatives of that/those populations might attend), "Intercultural Communication" (where faculty with this expertise might attend), or "Title IX" (where the Title IX coordinator might attend).

ITTPC is fine with programs using guest facilitators for some of their training sessions if the sessions link back to the chosen outcomes and standards for your tutor training program. What we **don't** want to see is tutors are attending general "all-campus" type sessions that may help the tutor be a better student, but not a better tutor.

For that reason, we ask that any guest-led session have some sort of reflective activity or group discussion (minimally) to bring learned practices or specific behaviors back into the programmatic context of tutoring.

Remember that training time is precious, and no one wants to see a guest speaker waste it on a session that doesn't help your tutors develop into better-prepared tutors. The following best practices can help ensure your tutors get the most possible with a guest speaker:

● **Selection is important.** Be sure the speaker is student-focused and has an appropriate level of expertise. Try to identify specific individuals to invite rather than a blanket invitation to an entire department.

● **Discuss the unique role of the tutor,** emphasizing the difference between content knowledge and tutoring skills. Help the guest speaker understand why the best students aren't necessarily the best tutors.

● **Ensure they know the philosophy and goals of your program.** For example, many individuals on campus may be surprised to learn that one of the goals of tutoring is to help students become better learners.

- **Discuss learning outcomes and assessment** with the guest speaker. As the training supervisor, it is your responsibility to make sure your guest speaker is prepared to meet *your* curricular goals for the session. Additionally, a conversation which asks, "how do we know if they got it?" can lead to a stronger, more focused session.

- **Solicit questions from your staff in advance** and present the themes to the guest speaker. Share some common scenarios to help them adapt their material to your staff's specific needs. For example, if you have a guest speaker from the Disability Services office, encourage them to discuss how to work with a student with social anxiety in a tutoring scenario.

- **Give your staff the opportunity to provide anonymous feedback** about the speaker to you. A two-question survey at the end or a Likert-style feedback sheet can be quickly and easily implemented.

- **Logistics are vital.** Secure guest speakers as early as possible and check in regularly before the session they are to present. Get a copy of their "lesson plan" for your records. Send a reminder the day before (and even the day-of!).

Guest speakers can be a wonderful way to present information in new and different ways. It can help deepen your training and add variety while giving your tutors additional contacts on campus. However, getting a guest speaker to facilitate a session that meets your needs takes time to do well. The good news is, as you develop on-going relationships with guest speakers, the preparation phase for will start to shorten as you both figure out the sweet spot to meet your needs with their expertise.

Shared Training between ITTPC and IPTPC

While tutoring and peer education have slightly different frameworks and philosophies, there are some training topics that have significant overlap. Therefore, CRLA allows ITTPC-certified (International Tutor Training Program Certification) and IPTPC-certified programs (International Peer Educator Training Program Certification) at the same institution to facilitate certain training topics in joint sessions.

At each level, items marked with a star indicate topics that can be co-facilitated. That is to say, tutors and peer educators can attend together and earn training hours for their respective program(s). These are typically sessions that are more general in nature and are appropriate for trainees across different roles.

Below is a list of the training topics that may be combined and count for both ITTPC and IPTPC:

Level 1	• Active Listening and Responding, • Administrative Policies, Record Keeping, and Reporting, • Advanced Study Skills, • Communication Styles, • Compliance with the Privacy Act (FERPA), • Course and Syllabus Analysis, • Goal Setting and Planning, • Institutional Policies and Procedures, • Learning Theories in Academic Support Services, • Modeling Problem Solving, • Practical Applications of Contemporary Research in the Field, • Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism), • Time Management for Tutors/Peer Educators, • Title IX and/or Sexual Harassment, and • Use of Graphic Organizers
Level 2	• Using Self-Assessment Tools, • Gender Identity, • Intercultural Communication, • Leveraging Student Information for Academic Progress, • Memory and Retrieval • Note Taking in the Disciplines, • Race, Class, and Privilege, • Stress Management, • Understanding Neurodiversity in the College Setting, • Universal Design for Learning, • Use of Probing Questions, • Working with Faculty/Staff, and • Working with Specific Populations

Level 3	• Cognitive Learning Strategies, • Implicit Bias, • Operating a Learning Center, • Professional Communication, • Programmatic Needs Assessment, and • Public Speaking

Why should I combine certain tutor and peer educator training sessions?

There are a few reasons why a program with multiple types of learning support staff might consider combining some of their training sessions. First, doing so will likely save you significant training time because it makes it possible to cover certain topics in a single session, rather than a session per group.

More importantly, however, getting your learning support staff together helps create synergy and comradery among the trainees under your program's supervision. It allows for a more cohesive understanding among staff as to the various other supports on campus.

Not only will this save you time, but more importantly, it will help create synergy and comradery among the trainees across multiple programs under your supervision, thus creating a more cohesive array of academic support programs and services for your college/university.

Why can't I combine all of them?

CRLA recognizes that there may be some temptation to train all your trainees together in one large group, rather than in specialist sections per type of support, because having only one set of training to schedule and design is simpler. However, while tutoring and peer education share many traits, they are not identical in their philosophies, intents, and structures.

A tutoring session should be structured differently than a Supplemental Instruction session, which should be structured differently than a Coaching session and so on. Therefore, it doesn't make sense to train all staff on the "do's and don'ts" of all these different programmatic models.

We want to make sure we are using training to support the trainee in learning how to improve their practice, without confusing or overwhelming them with too much information that is not relevant to their specific role.

Level 1

- **Basics (select all four topics)**
    - [Administrative Policies, Record Keeping and Reporting*](#)
    - [Conducting a Successful Session](#)
    - [Role of the Tutor](#)
    - [Tutoring Do's and Don'ts](#)

- **Communication (select at least two topics)**
    - [Active Listening and Responding*](#)
    - [Communication Styles*](#)
    - [Question Asking Strategies](#)
    - [Tutoring Conversations](#)

- **Learning or Study Techniques (select at least two topics)**
    - [Advanced Study Skills*](#)
    - [Course and Syllabus Analysis*](#)
    - [Goal Setting and Planning*](#)
    - [Learning Theories in Academic Support Services*](#)
    - [Time Management for Tutors and Tutees*](#)
    - [Use of Graphic Organizers*](#)

- **Ethics and Equity (select at least one topics)**
    - [Compliance with the Privacy Act (FERPA)*](#)
    - [Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism)*](#)
    - [Title IX and/or Sexual Harassment*](#)

- **Electives (select at least one topic)**
    - [Institutional Policies and Procedures*](#)
    - [Modeling Problem Solving*](#)
    - [Practical Applications of Contemporary Research in the Field*](#)
    - [Substitution of One Topic from Level 2 or 3](#)
    - [Other Topic based on Institutional and/or Programmatic Need](#)

NOTE: Starred items are session topics that can be delivered to tutors and peer educators at the same institution concurrently, as the content will be similar. All other (unstarred) topics must be facilitated separately, due to inherent differences in intent, goals, and philosophies of the academic support programs.

Basics (Level 1)

The topics that fall under the Basic category are the foundational skills that every tutor needs to understand. These topics provide critical information for the tutor to draw on to conduct effective sessions. **All four topics are required for the category at this level.**

Administrative Policies, Record Keeping and Reporting

Standard:
The tutor knows the administrative processes outlined by the tutorial program (i.e., time sheets, schedule changes, session notes, etc.).

Outcomes:
The tutor exhibits appropriate protocol when administrative tasks are needed, without prompting from their supervisor.

Possible Assessments:

- The evaluator observes the tutor conducting an actual tutoring session and observes appropriate methodology as outlined by the program.

- The tutor role-plays scenarios provided in tutor training to demonstrate the specific administrative processes.

- The tutor practices entering in necessary data in a demo version. For example, tutors will enter their time sheet for the current training they are in.

- When given a list of administrative tasks, the tutor correctly identifies the appropriate steps to complete the task.

- The tutor takes screenshots of themselves completing various technical tasks, or records a short, narrated video walking through the appropriate steps.

Conducting a Successful Session

Standard:
The tutor structures and delivers the tutorial session using an effective methodology, as outlined in their program's training curriculum.

Outcomes:
The tutor incorporates all the elements of a beginning, middle and end of a tutoring session, including using an appropriate greeting; exhibiting a friendly demeanor; helping to create and following a student-driven agenda; crafting an active learning experience and an opportunity for both the tutor and student to summarize the content; checking for understanding, planning for follow-up sessions (if appropriate), and concluding with a positive statement.

Possible Assessments:

- When provided with a list of tutoring activities, the tutor groups them according to their function as part of the beginning, middle, or end of the tutoring session, explains their choices and orders the activities appropriately.

- In a role-playing scenario, the tutor demonstrates how to begin and end a session according to program guidelines, as well as how to conduct the actual tutoring (middle).

- The evaluator observes the tutor conducting an actual tutoring session and observes appropriate methodology as outlined by the program.

- The tutor observes an experienced tutor and writes a brief reflection paper on what they observed; how the experienced tutor began, conducted, and ended the tutoring appointment; how the experienced tutor transitioned from one part of the session to the next, etc.

- The trainer observes the new tutor after they have conducted several tutoring sessions and completes a check list indicating the desired behaviors. The trainer then meets to discuss this checklist with the tutor.

- The tutor creates and/or presents on the effective elements of a successful tutoring session and articulates why the identified elements are appropriate and effective.

Role of the Tutor

Standard:
The tutor is aware of the essential functions of their job description as well as what separates a tutor's role from other adjacent roles (such as classmate, mentor, SI leader, coach, teacher).

Outcomes:
The tutor is able to explain the essential functions of the tutoring role and can articulate key differences between tutoring and other similar roles. The tutor acts in ways that are appropriate to their role.

Possible Assessments:

- The evaluator observes the tutor conducting an actual tutoring session and observes appropriate methodology as outlined by the program.

- The tutor writes a tutoring philosophy journal entry or essay that demonstrates their understanding of the programs' guiding principles.

- The tutor completes a matrix or chart that describes the difference between tutoring and other adjacent positions, such as mentors, teachers, coaches, and SI leaders.

- The tutor evaluation includes a list of specific behaviors and responsibilities clearly defined as within the tutor's unique role, which are then rated as part of the tutor's evaluation.

- The tutor describes the definition of tutoring and her/his role as part of the evaluation process.

Tutoring Do's and Don'ts

Standard:
The tutor knows and understands the expected behaviors of their position, including what is considered appropriate and inappropriate for their role in the tutorial program.

Outcomes:
The tutor exhibits appropriate protocol and behaviors in terms of job duties, responsibilities, policies, and procedures. The tutor is able to discuss and explain what behaviors are acceptable and unacceptable and make effective decisions relative to the tutoring session.

Possible Assessments:
- When given a list of behaviors and practices, the tutor correctly identifies those that are within the guidelines of the tutorial program.

- Tutors role-plays scenarios provided in tutor training to demonstrate appropriate actions and responses to a variety of situations.

- During the tutor's evaluation, the evaluator observes the tutor acting in a manner that clearly reflects the guidelines of their job description, tutor handbook (if relevant), and center policies and procedures.

- The tutor watches a video of a recorded or sample tutoring session and identifies the "do's" and "don'ts" they observe.

Communication (Level 1)

The topics that fall under the Communication category develop the tutor's ability to listen actively, to communicate clearly, and to allow the student space to articulate their needs and ideas freely. **Two topics are required from this category at this level. Additional topics may be selected.**

Active Listening and Responding

Standard:
The tutor demonstrates active listening and responding skills in the tutoring process, which may include verbal and non-verbal cues.

Outcomes:
The tutor will intentionally incorporate active listening and paraphrasing strategies into the tutoring session to help ensure content understanding (for both tutor and tutee) and enhance the tutoring experience.

Possible Assessments:
- The tutor defines "active listening" based on the content of the training and explains when and how to incorporate active listening strategies within a tutoring session.

- Through a role-playing activity, tutors demonstrate active listening skills, including topics such as body language; paraphrasing; asking appropriate questions; as well as what not to do (interrupt; succumbing to distractions; etc.). Tutors reflect on how their listening behaviors might have an impact on student motivation in subsequent sessions.

- Pairs of tutors practice using the Socratic method to demonstrate active listening skills and then get feedback on their practice.

- Tutors observe a role-playing scenario or watch a video of a tutoring session and then work in small groups to identify and critique the listening strategies employed by the tutor.

Communication Styles

Standard:
The tutor knows the different communication styles, including verbal and nonverbal examples of each style, and uses this information to guide their sessions.

Outcomes:
The tutor incorporates effective communication styles into their tutoring sessions by identifying communication styles and differences among those styles. The tutor is able to recognize communication differences and adjust their interactions to better meet the needs of their student(s).

Possible Assessments:
- In a live tutoring session, the tutor demonstrates specific effective verbal and non-verbal communication skills as instructed during training.

- When observing a tutoring session, mock session, or other communication sample, the tutor identifies communication problems and offers specific remedies based on the information presented in training.

- The tutor explains why certain specific behaviors are considered ineffective communication tools or techniques within a tutoring relationship.

- The tutor watches a short recording of one of their own tutoring sessions, and writes an essay reflecting on their communication approach, including opportunities they see for improvement.

- When given a stack of communication behaviors, the tutor sorts these activities into the communication style(s) that prefer or tend to use more often.

Question Asking Strategies

Standard:
The tutor knows how to appropriately select and prioritize their questioning techniques for the task at hand and the student's level of comprehension.

Outcomes:
The tutor will intentionally select questions during the tutoring session that promote clear communication and facilitate student critical thinking and improved subject-area confidence over time.

Possible Assessments:
- When presented with several case studies relevant to their subject(s), the tutor develops a set or series of questions that are appropriate for the level of complexity of the course, student level of comprehension, and the task at hand.

- The tutor roleplays scenarios provided in tutor training to demonstrate effective questioning strategies and require progressively more-involved responses as the student demonstrates growing understanding of the course content and assignment.

- The tutor evaluation includes reference to a variety of questioning strategies and techniques that can be demonstrated and discussed by the tutor.

- The tutor demonstrates question asking at each level of Bloom's Taxonomy by creating a sample quiz or test in a subject they tutor for.

Tutoring Conversations

Standard:
The tutor understands the communication contexts for engaging with students in their role (i.e., conversing as a tutor, rather than as a friend, classmate, etc.).

Outcomes:

The tutor will distinguish between conversations (both oral and written) as a tutor and communication as a peer, and when to use each.

Possible Assessments:

● The tutor compares and contrasts communications when they are a peer and when they are a tutor, noting the unique characteristics of each and how that influences specific communication strategies.

● When provided with a set of sample emails to a professor, the tutor indicates problems with the communication in terms of style, grammar, punctuation and suggests effective alternatives.

● When observing a mock tutorial session, the tutor identifies inappropriate communication examples for their role as a tutor and offers specific alternatives based on the information presented in training.

Learning or Study Techniques (Level 1)

The topics that fall under the Learning or Study Techniques category will teach the tutor skills to help students become independent learners. **Two topics from this category are required at this level. Additional topics may be selected.**

Advanced Study Skills

Standard:
The tutor knows effective general and discipline/course-specific study skills and strategies.

Outcome:
The tutor articulates, models, and integrates a variety of effective study skills into the tutoring session.

Possible Assessments:

● The tutor creates a list of study techniques (as taught during training) that are specific to a course/discipline and explains the details of each one in her/his own words.

● The tutor demonstrates several study techniques as taught during training, that are "research-based," (For example retrieval practice, spaced repetition, dual-coding, interleaving, etc.).

● While observing a mock tutoring session, the tutor interjects when a study technique could be introduced based on the issues presented by the tutee.

● In a formal essay, the tutor compares effective research-based study skills or strategies versus ineffective ones and then makes recommendations on how to improve student metacognition or recognition of effectiveness of various study techniques.

Course and Syllabus Analysis

Standard:
The tutor analyzes a variety of syllabi and identifies key information from each course.

Outcomes:
The tutor is able to identify information such as exam dates, specific assignment details, faculty office hours, grading and attendance policies, etc., and instructs their student(s) on how to do the same.

Possible Assessments:

● The tutor explains in their own words what information from the syllabus is critical and what information is secondary, and how to help students understand using the syllabus as an effective tool for course management.

- The tutor writes a journal entry discussing how to translate the syllabus and/or course calendar into an action plan.

- The tutor is observed helping a student to identify key information about their course, such as exam dates, review sessions, office hours, etc.

Goal Setting and Planning

Standard:
The tutor assists learners in planning and/or setting personal academic goals.

Outcomes:
The tutor can explain the components of effective academic goals and can demonstrate effective goal development in the context of an individual tutoring session as well as a semester- long plan. The tutor accesses a variety of planning and goal setting rubrics, worksheets and guides and is able to effectively incorporate these into the tutoring session as needed.

Possible Assessments:
- The tutor selects an appropriate goal-setting tool and explain how to use it, and why to revisit the completed form throughout the duration of a particular tutoring relationship.

- The tutor explains the components of the SMART goal, DAPPS model, or other model(s) taught during training.

- When presented with several case studies, the tutor develops a set of academic goals that meet the goal planning criterion.

- The tutor prepares a list of questions to use with her/his tutee that facilitates effective goal development.

- The tutor creates several session goals based on a course syllabus and or homework assignment.

Learning Theories in Academic Support Services

Standard:
The tutor is aware of and understands the basic principles of learning theories associated with academic support services.

Outcomes:
The tutor can identify and explain several principles and practitioners of learning theory, as highlighted by the tutor training program curriculum.

Possible Assessments:

● The tutor explains in their own words the principles of Knowles' theory of andragogy and how it impacts on tutoring adult learners.

● The tutor discusses how Vygotsky's Zone of Proximal Development is useful in collaborating with students.

● The tutor gives an example of how a particular learning theory aligns with a behavior or strategy used in a tutoring session or case study.

Time Management for Tutors and Tutees

Standard:
The tutor is a conscientious time and task manager and understands various approaches to effectively managing time in and out of a session.

Outcomes:
The tutor articulates, models, and integrates a variety of time management skills into the tutoring session and provides the tutee with tips and techniques to incorporate in their own time management plans.

Possible Assessments:

● The tutor creates a written schedule that allows time for fixed appointments, classes, study time, etc. The tutor explains the process and reason behind this level of planning and assists students in understanding and implementing similar strategies in their own lives.

● The tutor develops a five-day study plan for their own classes prior to the final exam period and discusses the key planning elements and points to consider when creating such a plan.

● The tutor creates a script that models how they would incorporate time management skills (both for the tutor and student) into a session.

● The tutor articulates the pros and cons of various time-management strategies such as time-boxing, themed days, Pomodoro technique, etc.

Use of Graphic Organizers

Standard:
The tutor understands the value of graphic organizers in the learning environment and knows ways to represent information as a graphic (mind map, chart, diagram, image, visual notetaking, etc.) to aid in the study process.

Outcomes:
The tutor can identify and model several types of graphic organizers, explain their intended purposes, and can provide their student(s) with a demonstration of how to use the tool as an

effective study technique.

Possible Assessments:

- The trainer observes the tutor using and demonstrating a variety of graphic organizers in a tutoring session.

- The tutor matches definitions of graphic organizers to examples of them.

- In a blogpost, the tutor compares the graphic organizer systems and describes when it might be best to use each.

- The tutor shares with their supervisor a short selection of their own class notes followed by a graphic organizer that represents the same information in a new way.

Ethics and Equity (Level 1)

The topics that fall under the Ethics category emphasize important policies and procedures that need to be followed to comply with College, University, State, and/or Federal guidelines. **One topic from this category is required at this level. Additional topics may be selected.**

Compliance with the Privacy Act (FERPA)

Standard:
The tutor understands the purpose and intent of FERPA, and confidentiality within the context of their role and within the Learning Center (or program) under which they operate.

Outcomes:
The tutor can explain what FERPA is and demonstrate how it applies to tutoring. The tutor is well-versed in responses to requests for information that violate FERPA requirements.

Possible Assessments:
● When given a series of scenarios, the tutor identifies whether a FERPA violation occurred, and if so, how to avoid the violation in a similar situation.

● The tutor roleplays responding to a parent or other individual who asks for information about a student's use of academic support services.

● The tutor creates a display that highlights in student-friendly language the program or center's responsibilities with regard to FERPA compliance.

Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, and Plagiarism)

Standard:
The tutor maintains high standards of academic integrity and complies with policies and procedures related to ethical academic behavior (as an employee and student).

Outcomes:
The tutor can explain plagiarism, academic integrity, and copyright, as well as institutional guidelines and requirements related to these topics. The tutor acts in accordance with outlined practices and promotes the same for their students.

Possible Assessments:
● The tutor restates and explains the institution's policies on academic integrity and cites the specific location of these policies in institutional publications.

● When given a series of scenarios, the tutor identifies situations that involve potential plagiarism violations and explains specific alternative actions to avoid plagiarism, such as appropriate use of citations and quotations.

- The tutor explains copyright and the factors of fair use, and how to use others' work ethically and in compliance with copyright regulations for materials found online (for example, creative commons, licensing, permission, etc.).

Title IX and/or Sexual Harassment

Standard:

The tutor understands relevant laws and institutional policies for dealing with and minimizing sex discrimination and sexual harassment. The tutor knows techniques to create an environment free of overt or covert sex discrimination and/or sexual harassment, as well as what to do if discrimination or sexual harassment occur within their work at the institution. **See note above regarding guest facilitators.**

Outcomes:

The tutor complies with all institutional guidelines and requirements in keeping with best practices as taught during tutor training.

Possible Assessments:

- The tutor restates and explains the institution's policies on sexual harassment and can cite the specific location of these policies in institutional publications.

- Working in small groups, tutors review one or more tutoring-specific case studies to determine which, if any, involve potential sexual harassment violations.

- The tutor indicates which specific behaviors a tutor should NOT engage in with tutees or other tutors.

- The tutor explains the difference between mandatory reporters and non-mandatory reporters and correctly identifies their role and chain of reporting for when a student discloses a potential Title IX violation.

Electives (Level 1)

The topics that fall under the Electives category are intended to give your training program flexibility to meet your specific needs. **One topic from this category is required at this level. Additional topics may be selected.**

Institutional Policies and Procedures

Standard:

The tutor understands institutional policies and procedures and their relevance to tutoring and the unit/program under which tutoring is housed. Examples of topics that may be covered under this section include items such as: fire safety, active shooter protocols, basic medical emergencies, etc. **See note above regarding guest facilitators.**

Outcomes:

Create your own outcomes based on the specific skills, knowledge, and behaviors required to demonstrate competency with regard to your policies. See Appendix C for suggestions regarding writing your own Outcomes; examples might include:

- The tutor explains how to respond to a fire drill that occurs while the tutor is on duty in the Center.

- The tutor responds to an Active Shooter drill using the procedures outlined by the institution.

Possible Assessments:

- The tutor takes a test which presents common situations and asks them to explain or describe the policy or process for addressing them.

- When given a list of policies, the tutor accurately indicates where those policies originate and the referral process for possible violations of that policy.

- The tutor identifies policies that are most likely to impact their work and the work of the Learning Center, and thoroughly explains programmatic procedures relative to such policies.

Modeling Problem Solving

Standard:

The tutor models and/or instructs their student in a variety of problem-solving techniques suitable to the content area being tutored.

Outcomes:

The tutor can select appropriate technique/s from a variety of problem-solving strategies, and explain the steps involved in selecting and using them, such that their student can effectively select and demonstrate problem solving strategies independently. The tutor is able to discern why a particular strategy would or would not be effective.

Possible Assessments:

● The tutor is presented with a series of questions in their content area and a list of strategies and need to match the strategy to the question.

● The tutor explains and/or paraphrase the steps to using a specific strategy.

● The tutor roleplays the language and prompts they would use to direct a student toward appropriate problem-solving strategies. For example, the student struggles with time management, and the tutor showcases several effective approaches to developing a workable schedule.

● The tutor writes a reflection about a time when they have helped a student to break down a problem and choose an appropriate strategy to solve the problem.

Practical Applications of Contemporary Research in the Field

Topics covered in this area may vary over time. Examples of contemporary research that a program might choose to highlight as part of this topic might include any of the following (as well as other research published in reputable texts or sources): Astin's Theory of Student Involvement, Student Development Theory, Bloom's Taxonomy of Educational Objectives, Dale's Cone of Experience, Chickering's Student Development Theory, Duckworth's Grit, Dweck's Mindset Theory, Knowles' Andragogy, Bandura's Guided Mastery model, Learning Theory, etc.

> **Note:** If this topic is selected at more than one level, the research and content you focus on must be different for each level.

Standard:
The tutor understands the theoretical underpinnings of the selected research-based topics within the field of learning assistance, as well as relevance and practical application of the research within tutoring relationships and/or the unit/program.

Outcomes:
The tutor can explain the research in detail, including positions that conflict with the premise of the original findings or methodology. The tutor can articulate relationships between the chosen topic/s and behaviors, or outcomes, highlighted by the training program.

Possible Assessments:

● After reviewing Bloom's Taxonomy of Educational Objectives, tutors work together to create a list of three sample questions at each level.

● The tutor creates a handout or PowerPoint slide which highlights the difference between Dweck's Growth and Fixed mindsets, and then uses their created work to facilitate a short discussion of how to integrate talking points from Dweck's research into the tutoring relationship.

● The tutor is observed in an authentic tutoring session modulating their language choices and examples to work through Bandura's Guided Mastery model with a student or students.

Substitution of Topic from Level 2 or 3

Programs may choose to substitute one topic from Level 2 or 3. Programs will have to include a justification explaining why the substitution is appropriate for their program.

> **Note:** If you choose a topic that you intend to also cover at a higher level, the content at the more-advanced level will need to have more depth/breadth and cover the topic in a new way, rather than a simple repeat of work already done.

Standard:
Refer to the standard for the specific topic chosen, adjusting it to meet the ability of a tutor at this level.

Outcomes:
Refer to the outcomes for the specific topic chosen, adjusting them to meet the ability of a tutor at this level.

Possible Assessments:
● Refer to the assessment options for the specific topic chosen and adjust to meet the ability of a tutor at this level.

Other Topic based on Institutional and/or Programmatic Need

> **Note:** This topic gives programs the opportunity to pick a topic that was not listed in another category, but for which the program or institution has identified a need.

Standard:
The tutor understands the chosen topic and its relevance to their role and/or tutorial program.

Outcomes:
Develop and share the outcomes you intend your tutors to achieve. See Appendix C for details on writing your own Outcomes.

Possible Assessments:
Develop and share the assessment(s) you intend to use. Review the points to consider under Possible Assessments for Tutor Training above.

Level 2

- **Basics (Review plus at least two additional topics)**
    - [Review of Level 1 topics](#) **(required)**
    - [Challenging Job Situations](#)
    - [Establishing Boundaries](#)
    - [Motivational Techniques](#)
    - [Tutoring in Subject Areas and/or Specific Skills](#)
    - [Use of Probing Questions*](#)

- **Communication (select at least two topics)**
    - [Giving Constructive Feedback](#)
    - [Intercultural Communication*](#)
    - [Role Modeling](#)
    - [Team Building](#)
    - [Working with Faculty/Staff*](#)
    - [Working with Specific Populations*](#)

- **Learning or Study Techniques (select at least three topics)**
    - [Assessing and/or Changing Study Behaviors](#)
    - [Assessing Tutee's Needs](#)
    - [Critical Thinking Skills](#)
    - [Memory and Retrieval*](#)
    - [Note Taking in the Disciplines*](#)
    - [Stress Management*](#)

- **Ethics and Equity (select at least one topic)**
    - [Gender Identity*](#)
    - [Leveraging Student Information for Academic Progress*](#)
    - [Race, Class, and Privilege*](#)
    - [Universal Design for Learning*](#)

- **Electives (select at least one topic)**
    - [Using Self-Assessment Tools*](#)
    - [Practical Applications of Contemporary Research in the Field](#)
    - [Understanding Neurodiversity in the College Setting*](#)
    - [Substitution of One Topic from Level 1 or 3](#)
    - [Other Topic based on Institutional and/or Programmatic Need](#)

NOTE: Starred items are sessions that all tutors (ITTPC) and peer educators (IPTPC) from the same institution can attend together and earn hours towards training requirements.

Basics (Level 2)

The topics that fall under the Basics category for Level 2 are meant to build on the foundational skills learned in Level 1. These topics allow Advanced Tutors expand on skills needed to conduct effective sessions. **A review of Level 1 plus a minimum of two additional topics, for a total of three topics from this category are required at this level. Additional topics may be selected.**

Review of Level 1 topics

Standard:
The Advanced Tutor understands how to apply the skills, attitudes and behaviors learned in Level 1 training.

Outcomes:
The Advanced Tutor will perform all the requirements of the job description with few, if any, errors or omissions, and will comply with program, departmental, and institutional policies and procedures as outlined in Level 1 training.

Possible Assessments:
● The supervisor observes the tutor carrying out all the skills, attitudes, and behaviors included in Level 1 training.

● The Advanced Tutor scores at least an 85% on a formal assessment covering Level 1 topics.

● The Advanced Tutor explains to their supervisor the topics and guidelines from Level 1 training during a one-on-one meeting.

● The Advanced Tutor writes a short reflection about Level 1 training, outlining the ways in which they have used the skills and behaviors in their tutoring sessions.

● The Advanced Tutor works together with other tutors to create a handout or video or role plays that reviews the most important content from Level 1 training.

Challenging Tutoring Situations

Standard:
The Advanced Tutor is aware of strategies and resources to handle challenging situations they may encounter in the tutoring process.

Outcomes:
The Advanced Tutor is able to recognize potentially difficult situations that may arise in tutoring and call upon learned strategies to control the situation with authority and sensitivity. See Appendix G for possible situations to prepare tutors to address.

Possible Assessments:

● Advanced Tutors demonstrates specific techniques to successfully control a variety of difficult situations through small-group role playing activities.

● By observing staged interactions, Advanced Tutors identifies and discusses the characteristics of difficult interactions and strategies to effectively mitigate the problem.

● Working in small groups, Advanced Tutors matches a list of difficult behaviors to a list of possible remedies. (Agee, Karen and Hodges, Russ, eds. Handbook for Training Peer Tutors and Mentors. Ohio: CRLA/ Cengage Learning, 2009 Wendy Wilson pgs. 296-297)

● The Advanced Tutor writes a short essay highlighting issues that could potentially interfere with a successful tutoring session and includes a list of resources and strategies to address the situation.

● Using Think, Pair, Share (Frank Lyman, 1981), the Advanced Tutors will first respond in first person to what they would say and do to a series of challenging situations.

Establishing Boundaries

Standard:
The Advanced Tutor understands the importance of setting boundaries with their student(s) and navigates those boundaries appropriately.

Outcomes:
The Advanced Tutor is able to recognize boundary issues that may arise and calls upon learned strategies to foster a positive learning environment.

Possible Assessments:

● As a large group, Advanced Tutors lists potential boundary issues that occur in tutoring and develops a list of strategies to how to respond to those issues.

● The Advanced Tutor observes a mock tutoring session to identify the boundary issues that occurred and how to avoid or react to them.

● The Advanced Tutor roleplays responding to a student or faculty member who requests assistance in a way that would contradict a boundary set by the program.

Motivational Techniques

Standard:
The Advanced Tutor understands motivational theories, as well as ways to promote and/or encourage motivating behaviors or techniques with their students.

Outcomes:

The Advanced Tutor will be able to describe in detail the different motivation strategies and when it might be best to use each one, based on the situation.

Possible Assessments:

● In an online training discussion board, the Advanced Tutor defines motivation based on the content of the training and explains when and how different motivational strategies would be used in their work with students.

● Working in small groups to produce a short video, Advanced Tutors roleplay how to use motivational strategies in the tutoring sessions.

● When presented with a case study, the Advanced Tutor identifies two motivational strategies that might help the student and writes a sample dialogue between the tutor and the student demonstrating how they would explain and instruct the student in those techniques.

● The Advanced tutor write a short paper using the ARCS Model of Motivational Design as a framework for approaching motivating their students within a tutoring session.

Tutoring in Subject Areas and/or Specific Skills

Standard:

The Advanced Tutor knows a variety of tutoring approaches that work effectively for tutoring in their content or subject area.

> **Note:** Specific Skills refers to hands-on programs like engineering, nursing, or other skill-based competencies required by a program.

Outcomes:

The Advanced tutor is able to incorporate into their sessions several strategies that support student understanding of particular concepts or course-specific tasks. The Advanced tutor guides a student through the process of demonstrating a skill related to the content area.

Possible Assessments:

● The Advanced tutor is observed facilitating a tutoring session using at least two subject-specific skills, as presented in training.

● The Advanced Tutor explains verbally the goal of the specific task/course and gives several strategies to accomplish that goal.

● In a group setting during training, an Advanced Tutor starts a discussion about strategies to use for a particular course, and each participant contributes at least one additional strategy.

● The Advanced Tutor creates a flowchart of steps to execute a skill relevant to a course or content area.

Use of Probing Questions

Standard:
The Advanced Tutor is effective at promoting reflective responses from their student(s) using probing questions.

Outcomes:
The Advanced Tutor will be able to describe and differentiate among probing and clarifying questions, open- and closed-ended questions, and the Socratic Method. The tutor will determine and apply the appropriate questioning technique based on the course, assignment, tutee needs, and the task at hand.

Possible Assessments:
- The Advanced Tutor writes a short answer explaining the difference between a clarifying and probing question.

- In training, the Advanced Tutor states a clarifying question and re-words it such that it becomes a probing question by incorporating both open-ended and closed-ended questions, as well as the Socratic Method.

- The Advanced Tutor takes a quiz where they explain the similarities and differences in each of the questioning models and describes in writing a circumstance for using each questioning technique.

- In a "turn to a partner" activity, the Advanced Tutor creates--verbally or in writing--questions consistent with each tier of Bloom's Taxonomy for their specific supported course/s.

- Working in small-groups role play, Advanced Tutors ask each other questions from each of the five categories identified above (probing; clarifying; open-ended; closed-ended; and the Socratic Method).

- Given a question and sample response from a student, the Advanced Tutors asks probing questions to check for understanding, justification, etc.

- When viewing a recorded tutoring session, the Advanced Tutor identifies examples of probing questions and highlights opportunities for additional probing questions to be included in the recording.

Communication (Level 2)

The topics that fall under the Communication category develop the tutor's ability to listen actively, to communicate clearly, and to allow the student space to articulate their needs and ideas freely. **Two topics are required for this category at this level. Additional topics may be selected.**

Giving Constructive Feedback

Standard:
The Advanced Tutor understands the purpose of giving and receiving constructive feedback as well as the nuances of communicating positive and constructive feedback to encourage confidence-building and trust between the tutor and student.

Outcomes:
The Advanced Tutor will be able to give constructive feedback that focuses on positive reframing and supportive language. The Advanced Tutor will also receive feedback from supervisors, peers, students, etc., using the types of responses highlighted and reinforced by the training program.

Possible Assessments:
- The Advanced Tutor outlines how the use of professional communication skills relate to giving and receiving constructive feedback in Higher Education.

- The Advanced Tutor observes a tutoring session (either a simulation or a real session) and gives constructive feedback to another tutor using the techniques taught in training.

- When presented with a scenario, the Advanced Tutor lists at least three examples of how they would give constructive feedback to address the situation presented.

- When given a script or series of statements of criticism or feedback, the Advanced Tutor improves the feedback given based on techniques taught in training.

Intercultural Communication

Standard:
The Advanced Tutor recognizes how culture influences the way we perceive each other and communicate with one another, including verbal and non-verbal behavior.

Outcomes:
The Advanced Tutor models awareness of others' perspectives and exhibits a willingness to acknowledge and accept others' experiences and cultural influences as the basis for communication. The Advanced Tutor practices techniques to minimize cultural misunderstandings during tutoring sessions.

Possible Assessments:

● The Advanced Tutor defines the term "culture" and explains how culture influences learning and tutoring. The tutor explains, in writing or presentation, how intercultural communication is important to building good tutoring relationships.

● The Advanced Tutor discusses three specific examples of cultural norms from their own background that may influence tutoring (such as eye contact, specific clothing, mixed-gender tutoring pairs, and family expectations) and explains how these examples may impact a tutoring relationship.

● The Advanced Tutor writes a journal reflection about a previous tutoring session where cultural differences may have had an impact on the interaction, what they did, what they learned, and what they might do differently to be a more effective communicator.

Role Modeling

Standard:

The Advanced Tutor understands the purpose and benefit of role modeling and can model student behaviors which are positively associated with success.

Outcomes:

The Advanced Tutor is able to explain, demonstrate, and incorporate study habits and academic success strategies consistent with those emphasized during tutor training.

Possible Assessments:

● The Advanced Tutor creates a personal schedule that allows time for fixed appointments, classes, study time, etc. The Advanced Tutor explains in their own words the process and reason behind their planning process.

● The Advanced Tutor creates a graphic organizer that explains the SQ3R study method.

● The Advanced Tutor develops a five-day study plan for their own classes and discusses the key planning elements and points to consider when creating such a plan.

● The Advanced Tutor writes a short reflection paper highlighting the specific role modeling techniques or strategies they used in an authentic tutoring session.

Team Building

Standard:

The Advanced Tutor is an effective team builder and understands the difference between a group and a team.

Outcomes:
The Advanced Tutor is able to explain the characteristics of an effective team builder. The Advanced Tutor acts in ways that work to build groups of students or peers into deliberate and goal-focused teams.

Possible Assessments:
● The Advanced Tutor compares and contrasts the differences between a group and a team using a Venn Diagram.

● During an observation, an evaluator sees the Advanced Tutor using effective team building while performing tutoring tasks and conducting sessions.

● The Advanced Tutor observes a Master Tutor and writes a brief reflection paper explaining how that Master Tutor used effective team-building skills.

● The Advanced Tutor teaches another tutor the techniques for encouraging positive interactions between students in a tutorial session, including collaboration and cooperative learning.

● The Advanced Tutor identifies and describes how to resolve barriers to effective team building.

Working with Faculty/Staff

Standard:
The Advanced Tutor understands the importance of interacting with other professionals and paraprofessionals in a manner consistent with their role and the expectations of the tutorial program.

Outcomes:
The Advanced Tutor interacts with faculty and staff in ways that are appropriate to the cultural contexts and professional settings found on a college campus.

Possible Assessments:
● The Advanced Tutor completes a Venn diagram that illustrates the similarities and differences in communicating with staff, faculty, tutors, and other students.

● When given an example email to a professor, the Advanced Tutor describes which components represent the tutorial center well and suggests corrections to elements which need revision to align with the specific cultural context and purpose of the communication. For example, is it courteous, grammatically correct, appropriately structured, with the proper level of formality, etc.?

● By observing several staged interactions, the Advanced Tutor points out professional and unprofessional communicative behaviors.

● Given a topic, the Advanced Tutor composes an email to a faculty member to be critiqued by another Advanced Tutor.

Working with Specific Populations

Standard:

The Advanced Tutor effectively interacts with the program-identified population using sensitivity and a person-first approach, with awareness of common research-based issues the group(s) highlighted in training may face.

> **Note**: Populations should be chosen based on the needs and focus on the tutorial program and institutional goals and values. Examples of possible areas of focus might include: Adult or Non-traditional Student, Athletes, First-Generation students, Non-Native Speakers (Heritage speakers of other languages), Transfer students, and others. Programs should consider their rationale for selecting a particular population of students and be able to explain that decision to their trainees, citing research as needed.

Outcomes:

The Advanced Tutor provides culturally sensitive and culturally relevant tutoring services to the selected group or groups. The tutor, in collaboration with the student, makes decisions about how to create positive tutoring experiences for students within the specified population(s), including resources of particular interest.

Possible Assessments:

● The Advanced Tutor creates specific materials to use during tutorial sessions, including realia, PowerPoint presentations, handouts, or graphic organizers.

● The Advanced Tutor uses or discusses a list of prescribed behaviors or linguistic cues during a role- play or a case study, without prompting.

● The Advanced Tutor writes a reflection discussing a tutoring session with a student in the specific population highlighted in training, using appropriate references to support or critique the choices the tutor made during the interaction.

● The Advanced Tutor identifies the available campus resources that may be of interest to a student in the specific population and demonstrates making an appropriate referral in a role-play or scenario.

● The Advanced Tutor gives a presentation highlighting the needs of the specific population(s), and why a focus on this particular group is relevant to the mission and values of the institution and tutorial program.

Learning or Study Techniques (Level 2)

The category of Learning or Study Techniques for Level 2 further explores specific topics that tutors can use to help students become independent learners in and outside of the classroom. **Three topics are required from this category at this level. Additional topics may be selected.**

Assessing and/or Changing Study Behaviors

Standard:

The Advanced Tutor assesses their students' study behaviors and, when needed, can assist students with developing new study habits. The Advanced Tutor knows how to promote the successful adoption of new study behaviors.

Outcomes:

After exploring and discussing with a student the efficacy of the student's study behaviors using formative or informal assessments, the Advanced Tutor can introduce, explain, model, and revisit appropriate supplemental study strategies or behaviors relevant to the course content and the students' goals. The tutor is able to help the student create a plan for successfully implementing a change to their study behaviors which includes monitoring progress, tracking success, and identifying strategies to overcome roadblocks.

Possible Assessments:

● In conversation with a student, the Advanced Tutor selects and recommends assessments or reflection questions to help the student determine the efficacy of the study habits they are currently using.

● In an essay or other creative work, the tutor describes effective methods to sustain a change in behavior and the appropriate language to convey these ideas to a student.

● When presented with assessment results, the Advanced Tutor interprets them correctly and develops a plan to provide strategy support to a student.

● In a mock tutoring session, the Advanced Tutor identifies study behavior(s) that could be improved and, after discussion with the student, provides appropriate handouts or materials to help the student understand and apply the recommended behavioral changes.

● The Advanced Tutor writes a session reflection about a time when they have followed up with a student to assess whether the previously discussed change in study behavior has been effectively implemented.

Assessing Tutee's Needs

Standard:
The Advanced Tutor assesses students' needs and structures tutoring sessions around those needs.

Outcomes:
The Advanced Tutor applies techniques (such as question asking; written assessments; standardized assessment tools, quizzes and/or pre-tests; and reviewing students' self-described needs and/or students' desired outcomes) to identify learner preferences, strengths and weaknesses, background, goals, and prior knowledge, and then uses that information to incorporate specific differentiated tutoring strategies.

Possible Assessments:
- Given a set of student profiles, the Advanced Tutor explains how the student's self-disclosed information would impact the direction a tutoring session may take, including specific strategies and techniques.

- Working in pairs, Advanced Tutors practice asking questions to understand their students' needs and then describe how to tailor the session to meet those needs.

- The Advanced Tutor observes a tutoring session and summarizes at the end how the observed tutor assessed students' needs and structured the session around those needs.

- The Advanced Tutor is observed in a session using results from a pre-session quiz to help determine the student's needs.

Critical Thinking Skills

Standard:
The Advanced Tutor understands the process and value of developing critical thinking skills with their students. The tutor demonstrates and promotes critical thinking in their work with student(s).

Outcomes:
The Advanced Tutor highlights and/or models critical thinking strategies that help the student develop the skills and competencies required to meet the demands of the course or curriculum.

Possible Assessments:
- The Advanced Tutor lists and explains the essential elements of the specific critical thinking paradigm used in tutor training.

- The Advanced Tutor labels the essential elements in Bloom's taxonomy, lists several words or phrases that distinguish each level, and explains how the levels involve critical thinking skills relevant to a specific course or content.

- The Advanced Tutor creates a flowchart or other graphic organizer that identifies the elements of a particular critical thinking model.

- The Advanced Tutor creates a mini lesson plan that explains, demonstrates, and provides an opportunity to practice the seven elements of the Scheffer and Rubenfeld critical thinking model.

Memory and Retrieval

Standard:
The Advanced Tutor understands the processes that humans use to categorize and remember information and promotes the use of effective memorization and retrieval strategies as a basic learning technique.

Outcomes:
The Advanced Tutor is able to demonstrate and describe in detail several different research-based memorization or retrieval strategies (such as organization, patternmaking, limiting distraction, practicing recall, etc.), and when it might be best to use each one, based on the course, task, and/or the students' desired results.

Possible Assessments:
- While observing a mock tutoring session, the Advanced Tutor interjects when a memorization strategy could be introduced based on the situation presented by the tutee.

- In a demonstration, the Advanced Tutor explains how humans categorize, remember, and retrieve information and lists at least three different memorization strategies.

- The Advanced Tutor creates a video about how they use memorization techniques and how to incorporate them into their tutoring sessions.

- The Advanced Tutors identifies and applies memorization strategies across various subject areas and/or disciplines when discussing a course syllabus with a student in an authentic tutoring session.

Note Taking in the Disciplines

Standard:
The Advanced Tutor knows research-based best practices for taking notes on specific types of information, and how to integrate instruction on those methods into the tutorial session.

Outcomes:
The Advanced Tutor will be able to describe in detail several different note taking strategies and when it might be best to use each one based on a specific discipline(s) and/or course(s).

Possible Assessments:
- In a mock tutoring session, the Advanced Tutor suggests several possible note taking strategies to use for specific course content (a PowerPoint, reading, study guide, etc., in a class they tutor for).

- The Advanced Tutor takes a selection from their own class notes and reconstructs them using two different note taking styles. The Advanced Tutor then writes a brief reflection discussing the rationale for each method they selected and what they learned from that experience.

- A pair of Advanced Tutors roleplay how to incorporate discussing note taking strategies with their students, including the rationale and value of certain strategies for a specific discipline.

- The Advanced Tutor will describe and demonstrate how to take notes from a specific reading passage common to the discipline.

Stress Management

Standard:
The Advanced Tutor knows the difference between eustress and distress and integrates instruction in techniques for managing responses to stressful academic situations into their session. The tutor is aware of, and respects, the boundaries between peer tutor and professional counselor.

Outcomes:
The Advanced Tutor is able to explain eustress, distress, and the difference between the two. The Advanced Tutor incorporates discussion of relevant stress management techniques into their sessions and can refer to the appropriate resource for situations beyond the scope of their work.

Possible Assessments:
- As part of a training exercise, the Advanced Tutor compares and contrasts eustress and distress, and highlights how the two can have an impact on the tutoring session.

- Working as a group, Advanced Tutors formulates a list of stress management strategies they find effective and explains or demonstrates how to incorporate discussion of these techniques into tutoring sessions.

- The Advanced Tutor writes a reflection on the use of a specific stress management technique.

Ethics and Equity (Level 2)

The topics that fall under the Ethics and Equity for Level 2 help tutors have a comfortable and helpful tutoring relationship with their student(s), while recognizing the potential for different expectations or assumptions among people and valuing the interpretations and experiences that the student brings to the session. **One topic is required from this category at this level. Additional topics may be selected.**

Gender Identity

Standard:
The Advanced Tutor is sensitive to the social and cultural implications of how gender identity and expression can shape the college experience. The Advanced Tutor incorporates this awareness and sensitivity into the work of tutoring.

Outcomes:
The Advanced Tutor is able to create a welcoming and respectful environment for all students, that acknowledges and supports each individual's gender identity and gender expression.

Possible Assessments:
● The Advanced Tutor compares and contrasts gender identity and gender expression in a post-training reflection and discusses the relationship between gender and culture.

● The Advanced Tutor is observed asking for, and using, student pronouns in a way that creates a welcoming environment and encourages students to be their authentic selves in the tutoring session.

● In a training session, the Advanced Tutor is observed using gender-neutral language to discuss a case study that involves people of unknown gender identity.

Leveraging Student Information for Academic Progress

Standard:
The Advanced Tutor uses student information (demographics, major, interest, degree program, etc.) to connect the student to resources and supports that help the student stay motivated and make academic progress.

Outcome:
The Advanced Tutor can apply specific strategies that encourage the student to share information relevant to their motivation, academic concerns, and academic progress or preparedness. The Advanced Tutor helps the student create a meaningful timeline for reaching their goals and shares resources or tools on campus the student should or could tap into for additional support as needed.

Possible Assessments:
- In a mock tutoring conversation, the tutor identifies potential campus resources that connect to what the student has shared about themselves and makes suggestions for how to prioritize their needs, goals, and/or identities to proceed with using the resources.

- In a discussion board post online, the tutor cites specific resources and/or programs available to particular majors and/or interests.

- In their initial session notes, the tutor lists relevant background information their student(s) shared with them and notes how that information might be useful to future sessions.

Race, Class, and Privilege

Standard:
The Advanced Tutor recognizes and exhibits sensitivity to the effect of privilege and class on the dynamics of the tutor/student relationship. The tutor understands the potential interplay of race, gender, sexual orientation, immigration status, etc., and how identity and/or status has an impact on student resource utilization and educational experience.

Outcomes:
The Advanced Tutor reflects on their own identity through the lenses of race, class, and privilege and is able to recognize how these elements may influence differences in the tutor's and students' educational experience. The tutor uses this information to make student-centered choices that support effective communication and tutoring.

Possible Assessments:
- In an online discussion board post, the Advanced Tutor defines and gives examples of class, privilege, and socio-economic status and explains how they relate to, or influence, the choices they make in a tutoring session.

- The Advanced Tutor lists the ways race, privilege, and socio-economic status has had an impact on them as a student and then discusses how their specific experience and frame of reference may impact a tutoring session.

- The Advanced Tutor roleplays a session where differences (or perceived differences) in privilege and/or socio-economic status cause conflict and demonstrates the language and strategies they would use to help form a positive and effective tutoring relationship with the student.

- The Advanced Tutor participates in a privilege walk and discusses how privilege (and/or lack thereof) may affect the college student experience and class performance.

Universal Design for Learning

Standard:
The Advanced Tutor understands how the principles of Universal Design for Learning promote engagement in the tutorial session regardless of students' ability and/or disability status.

Outcomes:
The Advanced Tutor is able to incorporate Universal Design for Learning principles into their tutoring sessions and can explain how providing multiple means of interaction within a session offers opportunities for all learners to contribute and benefit.

Possible Assessments:
● The Advanced Tutor labels each principle of UDL by listing several words or phrases that describe each principle and how they apply to tutoring.

● While watching a recorded tutoring session, the Advanced Tutor correctly identifies the application of the principles of Universal Design for Learning used to address a student's needs and makes recommendations on alternative approaches.

● The Advanced Tutor is observed facilitating a tutoring session that incorporates all three principles of UDL.

Electives (Level 2)

The topics that fall under the Electives category for Level 2 are topics that may be important to your specific cultural or programmatic context, but that don't fall into any of the previous categories. **One topic is required from this category at this level. Additional topics may be selected.**

Other Topic Based on Institutional and/or Programmatic Need

This topic gives programs the opportunity to pick a topic that was not listed in another category, but for which the program or institution has identified a need.

Standard:
Develop and share what the tutor can be expected to understand about the chosen topic and its relevance to their role and/or tutorial program.

Outcomes:
Develop and share the outcomes you intend your tutors to achieve. See Appendix C for details.

Possible Assessments:
Develop and share the assessment you intend to use. Refer to Possible Assessments for Tutor Training for some ideas.

Practical Applications of Contemporary Research in the Field

Topics covered in this area may vary over time. Examples of contemporary research that a program might choose to highlight as part of this topic might include any of the following (as well as other research published in reputable texts or sources): Astin's Theory of Student Involvement, Student Development Theory, Bloom's Taxonomy of Educational Objectives, Dale's Cone of Experience, Chickering's Student Development Theory, Duckworth's Grit, Dweck's Mindset Theory, Knowles' Andragogy, Bandura's Guided Mastery model, Learning Theory, etc.

> **Note:** If this topic is selected at more than one level, the research and content you focus on must be different for each level.

Standard:
The tutor understands the theoretical underpinnings of the selected research-based topics within the field of learning assistance, as well as relevance and practical application of the research within tutoring relationships and/or the unit/program.

Outcomes:
The tutor can explain the research in detail, including positions that conflict with the premise of the original findings or methodology. The tutor can articulate relationships between the chosen topic/s and behaviors, or outcomes, highlighted by the training program.

Possible Assessments:
- After reviewing Bloom's Taxonomy of Educational Objectives, tutors work together to create a list of three sample questions at each level.

- The tutor creates a handout or PowerPoint slide which highlights the difference between Dweck's Growth and Fixed mindsets, and then uses their created work to facilitate a short discussion of how to integrate talking points from Dweck's research into the tutoring relationship.

- The tutor is observed in an authentic tutoring session modulating their language choices and examples to work through Bandura's Guided Mastery model with a student or students.

Substitution of Topic from Level 1 or 3

Programs may choose to substitute one topic from Level 1 or 3. Programs will include a justification explaining why the substitution is appropriate for their program.

> **Note:** If you choose a topic that has already been addressed at a previous level, the content at this level must be more advanced and include additional depth and/or breadth, and not be a simple repeat of previously covered content.

Standard:
Refer to the standard for the specific topic chosen, adjusting it to meet the ability of a tutor at this level.

Outcomes:
Refer to the outcomes for the specific topic chosen, adjusting them to meet the ability of a tutor at this level.

Possible Assessments:
Refer to the assessment options for the specific topic chosen and adjust to meet the ability of a tutor at this level. Refer to Possible Assessments for Tutor Training for more information.

Understanding Neurodiversity in the College Setting

Standard:
The Advanced Tutor understands how neurodiversity can influence students' interaction with course material, learning tools, and/or tutoring itself. The tutor is prepared to work with students from a broad range of neurological backgrounds without pushing the student to disclose confidential information or implying a deficit exists.

Outcome:
The Advanced Tutor can adjust tutoring techniques, structures, and/or strategies to meet the needs of college students with ADD, ADHD, Autism, psychological/neurological disorders, or

other disclosed or undisclosed learning differences. The Advanced Tutor works with the student to identify techniques or strategies to meet the student's needs, regardless of whether the student discloses a neurological or developmental condition.

Possible Assessments:
● The Advanced Tutor demonstrates appropriate questioning strategies to uncover more information about the student's needs.

● The Advanced Tutor is observed adjusting a session agenda to incorporate session management strategies they learned in training.

● The Advanced Tutor creates an annotated PowerPoint presentation that identifies specific pivot points in commonly accepted tutoring session behaviors, to better meet the needs of the individual.

Using Self-Assessment Tools

Standard:
The Advanced Tutor uses the results from self-assessment tools to improve their job performance.

Outcome:
The Advanced Tutor can identify several self-assessment instruments and explain how results from each can be used to inform their practice.

Possible Assessments:
● The Advanced Tutor reflects about the results of a self-assessment, including specific items needing personal attention, addressing how growth in these areas will improve the quality of the work they do as a tutor.

● The Advanced Tutor researches self-assessments, and in a short video, compares and contrasts several different assessments, and reports back on which self-assessment could be used to identify specific skillsets needed for effective tutoring.

● The Advanced Tutor develops a written self-improvement plan. The tutor submits a timeline for implementing changes and specific metrics for measuring progress, as well as additional resources or materials that will be helpful in reaching their goal(s).

Level 3

- **Basics (Review + at least two additional topics)**
    - [Review of Level 1 and Level 2 Topics](#) **(required)**
    - [Assertiveness](#)
    - [Helping Guidelines](#)
    - [Practical Applications of Contemporary Research in the Field](#)
    - [Programmatic Needs Assessment*](#)
    - [The Role of Tutoring and Learning Centers in Higher Education](#)

- **Communication (select at least two topics)**
    - [Conflict Resolution](#)
    - [Group Management Skills](#)
    - [Professional Communication*](#)
    - [Public Speaking*](#)
    - [Training and Supervising Other Tutors (Supervisory Skills)](#)

- **Learning or Study Techniques (select at least two topics)**
    - [Active Learning Strategies](#)
    - [Cognitive Scaffolding](#)
    - [Self-Regulated Learning](#)

- **Ethics and Equity (select at least one topic)**
    - [Implicit Bias*](#)
    - [Operating a Learning Center*](#)
    - [Transition from Student Worker to College Employee](#)

- **Electives (select at least two topics)**
    - [Cognitive Learning Strategies*](#)
    - [Conferencing Skills](#)
    - [Leadership Styles for Tutors](#)
    - [Substitution of One Topic from Level 1 or 2](#)
    - [Other Topic Based on Institutional and/or Programmatic Need](#)

NOTE: Starred items are generic sessions that all tutors (ITTPC) and peer educators (IPTPC) can attend and earn hours towards trainings.

Basics (Level 3)

The topics that fall under the Basics category for Level 3 are meant to build foundational skills for a master tutor to understand all aspects of learning centers. **A review of Levels 1 and 2 are required, in addition to a minimum of two additional topics from this category, for three total selections. Additional topics may be selected.**

Review of Level 1 and 2 Topics

Standard:
The Master Tutor understands how to apply the skills, attitudes and behaviors learned in Level 1 and 2 training and reflects critically on how training has influenced their work with students.

Outcome:
The Master Tutor is able to easily meet the objectives from their Level 1 and Level 2 training experiences and creates a tutoring environment that aligns with the program's philosophy of tutoring and student support.

Possible Assessments:
- The supervisor observes the Master Tutor carrying out the duties, responsibilities, and behaviors included in Level 1 and 2 training using a standardized checklist, and then discusses those observations with the Master Tutor.

- When presented with a series of case studies, the Master Tutor identifies at least 85% of the issues presented in the scenarios and selects, develops, and discusses a variety of ways to mitigate the problems that are presented in the case studies with no prompts from the supervisor.

- A group of Master Tutors role-play a scenario that allows them to re-create typical tutoring "issues" and demonstrate the language appropriate to resolving the problems presented.

- The Master Tutor submits for review and feedback at least one unused assessment activity from each previous level of training.

- The Master Tutor develops a capstone project or portfolio that highlights their strengths and areas of growth from the content covered in Levels 1 and 2.

Programmatic Needs Assessment

Standard:
The Master Tutor understands what a programmatic needs assessment is and how it can be used to identify and address specific issues or concerns that improve the effectiveness of the tutoring and/or training program.

Outcome:
The Master Tutor is familiar with the programmatic assessment tool(s) used by the training and/or tutoring program and assists with the assessment process. Alternatively, the Master Tutor researches different assessment tools and highlights how the new tool can help to address a specific need.

Possible Assessments:
- The Master Tutor articulates how the Learning Center conducts their programmatic needs assessment and what that assessment is designed to measure.

- The Master Tutor is observed appropriately implementing a part of a programmatic needs assessment.

- The Master Tutor researches a specific programmatic needs assessment, and then presents on the pros and cons of the tool or methodology.

- The Master Tutor selects from a bank of existing assessments and/or develops an "in-house" assessment tool to determine a variety of academic support services that will be best suited for individual students or targeted populations within the learning center.

- The Master Tutor creates a satisfaction survey, collects data, and analyzes the results for assessment purposes.

Practical Applications of Contemporary Research in the Field

> **Note:** If this topic is selected at more than one level, the research and content you focus on must be different for each level.

Standard:
The Master Tutor understands the chosen topic and its relevance to their role and/or program.

Outcome:
The Master Tutor is able to synthesize research findings and incorporate the underlying principles into their behaviors or skills, connecting their performance to relevant theoretical or practical models.

Possible Assessments:
- The Master Tutor is observed implementing a behavior or skill learned from research, and then discusses why they chose the behavior or skill in that context.

- The Master tutor creates a diagram that illustrates the major contemporary research, comparing different theories and the implications of each on the tutoring practice.

● The Master Tutor evaluates various research in the field and justifies their preferences at a tutor training or conference session.

The Role of Tutoring and Learning Centers in Higher Education

Standard:
The Master Tutor is well-versed in a broad range of issues that focus on the role of learning centers within higher education, including their significance to retention, student success, and instructional initiatives.

Outcome:
The Master Tutor will be able to cite and discuss relevant literature and best practices; formulate informed positions on the issues currently impacting learning centers in higher education; and communicate (both verbally and in writing) ideas in a coherent, professional manner.

Possible Assessments:
● The Master Tutor researches and presents on the history of tutoring and its connection to student success within the framework of higher education.

● The Master Tutor compares and contrasts several organizations grounded in Learning Centers and reports on the specialty within each, making specific recommendations relative to the philosophies and practices of the center.

● The Master Tutor creates a YouTube video that showcases the philosophy, goals, and objectives of the tutorial program and how it fits into the broader mission of the institution.

● The Master Tutor designs a "Learning Center of the Future" model and presents to various constituents or stakeholders at their institution.

Helping Guidelines

Standard:
The Master Tutor recognizes the difference between helping a student progress and enabling learned helplessness.

Outcome:
The Master Tutor is able to identify characteristics of helping a student, the characteristics of enabling learned helplessness, and the difference between the two. The Master Tutor incorporates appropriate techniques into their session to help the student without enabling them.

Possible Assessments:

- The Master Tutor analyzes a mock tutoring session and writes a reflection of some strategies that should be implemented to increase student progress and decrease learned helplessness.

- The Master Tutor lists characteristics of helping a student and learned helplessness.

- Master Tutors role-play scenarios provided in tutor training to demonstrate appropriate actions and responses to a variety of situations.

Assertiveness

Standard:
The Master Tutor recognizes assertiveness and aggressiveness within themselves and their student(s), and uses appropriate redirection and advocacy techniques for themselves, their program, and their students.

Outcome:
The Master Tutor is able to recognize potential situations where assertiveness and/or aggressiveness may arise within the tutoring dynamic. They can implement or call upon strategies from training to control the situation with authority and sensitivity, in order to foster a positive learning environment and effective working relationship with the tutee.

Possible Assessments:
- The Master Tutor demonstrates specific techniques to control assertive and aggressive behavior situations through small group role playing activities.

- As a large group, Master Tutors discuss the underlying issues that could potentially contribute to assertive or aggressive behavior in a tutoring session and develop a list of resources and strategies to stop the situation before it becomes a major problem.

- The Master Tutor analyzes case studies and identifies the best course of action in a written response.

Communication (Level 3)

The topics that fall under the Communication for Level 3 help the master tutor learn skills to help them become an effective leader in the learning center. **Two topics are required from this category at this level. Additional topics may be selected.**

Training and Supervising Other Tutors (Supervisory Skills)

Standard:
The Master Tutor supervises others effectively and facilitates training for active content delivery.

Outcome:
The Master Tutor can provide positive feedback and corrective interventions to level 1 and/or level 2 tutors, based on the guidelines of the program. The tutor will create training materials, plan training activities, and deliver or assist in the delivery of Level 1 or 2 training under the guidance of, or with support from, professional supervisory staff. The Master Tutor will supervise other tutors in the absence of and in collaboration with the director/coordinator; track other tutors' training and direct service hours; and/or assist the director/coordinator in the delivery of services, client student assistance, tutor assignments, and other tasks.

Possible Assessments:
- The Master Tutor explains the evaluation process and evaluation cycle and recommends specific corrective actions in response to junior tutors' needs, either in an authentic situation or during a roleplay or case study.

- The Master Tutor develops (in writing), plans, and delivers training sessions on topics appropriate for Levels 1 and 2. The tutor models appropriate behaviors during training facilitation and guides new tutors in how to incorporate the chosen content into their tutoring sessions.

- Trainees and program/center management evaluate a training session facilitated by the Master Tutor, and provide feedback using a rubric or other assessment tool.

- When given a case study, the Master Tutor identifies two to three specific actions that a tutor could use to resolve a tutoring problem and substantiates their choice citing center policies, institutional practices, college resources, and other relevant evidence.

- A pair of Master Tutors roleplay a tutor evaluation session, demonstrating appropriate language and corrective feedback that is non-judgmental, positive, and helpful as opposed to unduly critical, demeaning, or negative.

- The Master Tutor watches a recorded tutoring session and correctly completes an evaluation of the session, identifying at least three strengths and three areas for improvement.

Group Management Skills (Group Interaction and Group Dynamics)

Standard:
The Master Tutor understands the difference between traditional management and leadership styles (e.g., instrumental vs. expressive) and non-traditional management and leadership styles (e.g., transactional vs. transformational) and how each style impacts the decision-making process. The Master Tutor distinguishes between cooperation, collaboration, and competition.

Outcome:
Master Tutors will be able to create and manage a team, such as a learning community or a group tutoring session, and/or organize and lead a group of tutors through a specific project or professional development event.

Possible Assessments:
● The Master Tutor develops relevant materials to be used during the team creation and development process, such as interviewing questionnaires, rubrics, and promotional materials.

● The Master Tutor assesses her/his effectiveness based on her/his contribution to and impact on their learning community as well as on their center/program.

● The Master Tutor identifies each group member's role from a list of tasks each member completed and explains how that role is essential to the work of the group.

● The Master Tutor lists five important considerations to keep in mind when leading a group (e.g., strengths of each group member, group dynamics, purpose/focus of the group, and group identity), as well as how these considerations play into a tutoring or training session.

● The Master Tutor develops or modifies interview questions and can adequately discuss how the answers to these questions would help a supervisor make hiring decisions.

Public Speaking

Standard:
The Master Tutor knows the components of speaking to groups of people, including analyzing the audience and using effective techniques for promoting the program goals and mission.

Outcome:
The Master tutor will be able to identify the components of public speaking and implement effective techniques into their tutoring sessions.

Possible Assessments:
● The Master Tutor identifies the components of public speaking and implement effective techniques into their tutoring sessions.

● The Master Tutor provides a presentation to a group of students about the Tutorial

program or services and is observed using public speaking strategies discussed in training.

- The tutor creates a graphic organizer or handout for students about effective public speaking.

Conflict Resolution

Standard:
The Master Tutor understands conflict styles and how to manage conflict in the tutoring process.

Outcome:
The Master Tutor is able to recognize different types of conflict that may arise in tutoring and can call upon learned strategies to resolve differences and manage interactions, to foster a positive learning environment and effective working relationship with their student/s.

Possible Assessments:
- The Master Tutor demonstrates specific conflict techniques to successfully control a variety of situations through small group role playing activities.

- As a large group, Master Tutor discusses conflict styles and develops a list of resources and strategies to manage conflict before it becomes a major problem.

- When observing a mock tutorial session, the Master Tutor identifies conflict and offers specific remedies based on the information presented in training.

Professional Communication

Standard:
The Master Tutor uses a professional demeanor in their communication (in writing and verbally) with peers, colleagues, and professional staff.

Outcome:
The Master Tutor is able to explain, demonstrate, and incorporate communication strategies with peers, colleagues, and professional staff consistent with those emphasized in training.

Possible Assessments:
- Given a set of case studies, the Master Tutor composes a variety of emails to faculty requesting specific information (such as clarification of an assignment), an assignment extension and/or a meeting.

- When provided with a set of sample emails to a professor, the Master Tutor indicates problems with the communication in terms of style, grammar, punctuation and suggests effective alternatives.

- The Master Tutor is observed using verbal communication skills learned in training during a tutoring session.

- In an essay, the Master Tutor unpacks the concept of "professionalism" and applies it to a variety of situations wherein they might represent themselves, their workplace, and/or their institution or community.

Learning or Study Techniques (Level 3)

The topics that fall under the Learning or Study Techniques for Level 3 will help Master Tutors effectively implement strategies to help students develop as independent and interdependent learners. **Two topics are required from this category at this level. Additional topics may be selected.**

Active Learning Strategies

Standard:
The Master Tutor knows how to use active learning strategies to improve student engagement in a tutorial session, and how to instruct students in using active learning techniques on their own.

Outcome:
The Master Tutor can integrate active learning techniques into their facilitation of a tutoring session and can provide appropriate instruction and support to assist students in developing their own active learning techniques.

Possible Assessments:
- The Master Tutor is observed incorporating active learning strategies into a tutoring session to increase student engagement and interest.

- The Master Tutor creates a video demonstrating different active learning strategies and how to incorporate them into their tutoring sessions.

- The Master Tutor compares and contrasts several active learning strategies and recommends when to use each in a tutoring session.

Cognitive Scaffolding

Standard:
The Master Tutor knows Vygotsky's Zone of Proximal Development, Pearson & Gallagher's Gradual Release of Responsibility Model, Bruner's Theory of Instructional Scaffolding, and/or another appropriate cognitive scaffolding theory or model and uses that knowledge to appropriately scaffold the student's metacognitive development.

Outcome:
The Master Tutor employs a variety of scaffolding techniques, based upon the elements presented in tutor training.

Possible Assessments:
- The Master Tutor lists and explains the essential elements of the specific scaffolding paradigm used in tutor training.

- The Master Tutor creates a flowchart that expresses the steps and stages of a specific scaffolding strategy.

- The Master Tutor creates a script to share in a role-playing exercise that shows how to incorporate the scaffolding strategy used in training into an actual tutoring session.

Self-Regulated Learning

Standard:
The Master Tutor is familiar with executive functioning and self-regulated learning, and their relationship to students' academic successes and failures.

Outcome:
The Master Tutor will introduce, explain, and model self-regulated learning and metacognitive strategies as they relate to the course content and will demonstrate how such strategies can increase the tutee's academic performance. The Master Tutor will provide appropriate follow-up with the tutee to determine the overall effectiveness of the self-regulated and metacognitive strategies and will suggest modifications of the student's approach to learning as needed.

Possible Assessments:
- In a formal essay, the Master Tutor assesses the benefits to their student(s) of the proper use of both cognitive and metacognitive strategies and describes integrating these strategies into a tutoring session.

- The Master Tutor is observed selecting appropriate handouts or materials available at the Tutoring Center and using them to help their students improve their performance inside and outside the classroom.

- The Master Tutor explains how to introduce and integrate self-regulated strategies into the tutoring session, how to assess whether the student is using these strategies and whether the student finds them helpful.

- The Master Tutor creates and facilitates an interactive and research-based workshop on the basics of self-regulated learning or memory enhancement.

Ethics and Equity (Level 3)

The topics that fall under the Ethics and Equity for Level 3 help Master Tutors look within themselves and when operating a Learning Center to explore ethical and equitable behaviors and beliefs. **One topic is required from this category at this level. Additional topics may be selected.**

Implicit Bias

Standard:
The Master Tutor knows what implicit bias is and understands how their own personal norms and behaviors are influenced by bias. The Master Tutor is attentive to ways to minimize the effect of implicit bias within the tutoring relationship and will incorporate sensitivity into the work of tutoring.

Outcome:
The Master Tutor will promote a learning environment where understanding, acceptance of diversity and mutual respect are paramount and will work to minimize the effect of their personal biases on the learning process. The tutor is able to recognize the potential for, and difficulties caused by, prejudice, bias, stereotypes, and ethnocentrism, and can demonstrate effective communication, flexibility, and awareness of other perspectives.

Possible Assessments:
● After viewing a mock tutorial session, the Master Tutor points out at least 5 of 7 examples of how the actors of both tutor and tutee roles allowed their biases to influence the tutoring session. The tutor cites specific ways that both the tutor and tutee could have acted/reacted differently.

● The Master Tutor defines what unconscious bias is, gives several examples, and discusses how these examples may impact a tutoring relationship.

● The Master Tutor writes a well-thought-out essay explaining bias and how it influences tutoring sessions, citing any past experiences.

Operating a Learning Center

Standard:
The Master Tutor knows the policies and procedures to run an effective Learning Center and is able to assist the direct/coordinator with daily responsibilities.

Outcome:
The Master Tutor will be able to identify the key policies and procedures of running a Learning Center and be able to implement them with the assistance of Center staff.

Possible Assessments:

● The Master Tutor is observed aiding with the daily functioning of the Learning Center.

● The Master Tutor presents to faculty and other campus resources what the Learning Center does and how it is able to do it.

Transition from Student Worker to College Employee

Standard:
The Master tutor knows the difference between the role and responsibilities of a student worker and those of a professional college employee and understands how their experiences as a student helped prepare them to meet the professional expectations of the field of Learning Assistance.

Outcome:
The Master Tutor is able to explain the essential functions of a student worker, a professional employee, and can articulate key differences between the two roles as well as the transition from student worker to professional employee.

Possible Assessments:

● In a formal essay, the Master Tutor reflects on their journey from student to professional employee and how CRLA training has impacted the results.

● The Master Tutor compares and contrasts older evaluations to recent ones and reflects on their growth over the course of their employment at the Learning Center or program.

● The Master Tutor writes a sample Letter of Interest for a position in the field of Learning Assistance, describing how their experiences as a student worker have prepared them for the professional world.

Electives (Level 3)

The topics that fall under the Electives category for Level 3 are topics that are still important, but don't fall into any of the previous categories. **One topic from this category is required. Additional topics may be selected.**

Cognitive Learning Strategies

Standard:
The Master Tutor knows the different cognitive learning strategies and uses this information to effectively run their sessions.

Outcome:
The Master Tutor is able to identify several cognitive learning strategies (such as dual coding, interleaving, spacing, etc.) learned in training and is able to implement them in their tutoring sessions.

Possible Assessments:
● The Master Tutor researches three cognitive learning strategies and how reflects in an essay what the cognitive learning strategies are, what they look like, and how to incorporate them into a tutoring session.

● The Master Tutor creates a brochure for the Learning Center on different cognitive learning strategies and examples of each, relevant to their specific discipline.

● The Master Tutor reflects in a journal on how they implement cognitive learning strategies: have the tutors been using the strategies not knowing the name or is this new to them? How can the tutors implement these strategies to their own studies? How can implementing these strategies be beneficial to the students they tutor?

● In a short video, the Master Tutor differentiates between cognitive learning strategies and active learning strategies and explain why both are important to long-term learning.

Conferencing Skills

Standard:
The Master Tutor understands the components of attending a national, regional, or local conference, including submitting a proposal, attending sessions, presenting, and connecting the experience to their tutoring practice.

Outcome:
The Master Tutor is able to participate in a conference and will provide feedback about how what they learned through attending the event can be used to improve institutional programming. The Master Tutor connects the conference experience with the skills, techniques, and behaviors

necessary to be a masterful tutor and learning center professional.

Possible Assessments:
- The Master Tutor completes a conference proposal satisfactorily for a local, regional, or national conference related to tutoring or learning assistance programming.

- The trainer attends a conference session facilitated by the Master Tutor and uses a standardized checklist to evaluate the Master Tutor's ability to meet certain presentation objectives related to tutoring.

- The Master Tutor writes a reflection paper about a recent conference attendance, wherein they discuss how the experience helped them to learn or grow as a tutor and professional in the field.

Leadership Styles for Tutors

Standard:
The Master Tutor knows the different leadership styles and uses this information to effectively run their sessions.

Outcome:
The Master Tutor is able to identify several leadership styles learned in training and is able to implement them in their tutoring sessions.

Possible Assessments:
- In an essay, the Master Tutor compares and contrasts the different leadership styles and their usefulness in addressing specific situations that may occur in a tutoring session.

- In pairs, Master Tutors roleplay using different leadership styles while running a tutoring session.

- The Master Tutor is observed using a specific leadership style while facilitating a session.

- When given a list, the Master Tutor matches the leadership styles with their descriptions.

Substitution of Topic from Level 1 or 2

Programs may choose to substitute one topic from Level 1 or 3. Programs will have to include a justification explaining why the substitution is appropriate for their program.

If you choose a topic that has already been addressed at a previous level, the content at this level must be more advanced and include additional depth and/or breadth, and not simply be a repeat of previously covered content.

Standard:
Refer to the standard for the specific topic chosen, adjusting it to meet the ability of a tutor at

this level.

Outcomes:
Refer to the outcomes for the specific topic chosen, adjusting them to meet the ability of a tutor at this level.

Possible Assessments:
Refer to the assessment options for the specific topic chosen and adjust to meet the ability of a tutor at this level.

Other Topic Based on Institutional and/or Programmatic Need

Note: This topic gives programs the opportunity to pick a topic that was not listed in another category, but for which the program or institution has identified a need.

Standard:
The tutor understands the chosen topic and its relevance to their role and/or tutorial program.

Outcomes:
Develop and share the outcomes you intend your tutors to achieve. See Appendix C for details.

Possible Assessments:
Develop and share the assessment you intend to use. For additional guidance, see Possible Assessments for Tutor Training.

Appendices and Support Materials

The following appendices are meant to provide support and guidance to programs regarding training topics and structures mentioned in previous items. Items here may be used (with proper citation) in the development, design, and/or implementation of your own tutor training programs. However, these items may not be included in any product or service available for purchase.

You are also encouraged to use these items for inspiration as you create your own versions.

Appendix A: Other Topic Ideas

Appendix B: Documentation of Training Sessions

Appendix C: Writing your Own Outcomes

Appendix D: Sample Evaluations

Appendix E: References and Resource Guide

Appendix F: What is Tutoring?

Appendix G: Possible Challenging Situations

Appendix H: Ideas and Suggestions for starting a Tutor Training Program

Appendix A: Other Topic Ideas

There are some topics that are not listed in the Topics and Standards above but that expand upon them in a way that may be relevant to the cultural or institutional context of your Center or program. Below are a few samples of how you might structure extra topics into your own programs.

Microaggressions

Standard:
The tutor knows what microaggressions are, examples of them, and knows the Learning Centers policies if a microaggression occurs in a session.

Outcomes:
The tutor is able to define and give examples of microaggressions. The tutor acts in accordance with outlined practices if a microaggression occurs within a tutoring session.

Possible Assessments:
- In an online discussion board post, the tutor defines microaggressions and explains how to respond if one occurs in a tutoring session, as well as outlines specific strategies for avoiding using them.

- The tutor identifies at least three microaggressions from a given scenario and writes how they would respond to the given situation.

- The tutor writes a well-thought-out essay explaining microaggressions and how they can influences tutoring sessions, citing any past experiences.

Referral Skills

Standard:
The tutor is well-versed in campus resources and uses this information to assist students.

Outcomes:
The tutor is able to discuss resources available on campus and can describe how to access and use the resources effectively. The tutor can apply effective referral strategies within the tutoring context, including appropriate language and follow-up, recognizing when a situation goes beyond the scope of their position and/or responsibility. The tutor communicates to their supervisor(s) when a referral has been given.

Possible Assessments:
- When given a list of services available on campus, the tutor describes the location and purpose of each item.

- During a role play, the tutor selects the appropriate resources to address an issue as presented and uses techniques that facilitate potentially "difficult conversations."

- Tutor uses verbal and nonverbal communication strategies to create an effective referral.

- The tutor writes an essay explaining when and why referrals should be used, and at what point the tutor should instead seek immediate assistance from professional staff.

Theories and Theorists in Higher Education

Standard:
The Tutor explores a variety of educational theories and theorists and their role in shaping academic support programs and services in higher education.

Outcomes:
The Tutor will be able to cite and discuss relevant educational theories and/or theorists, and how they have had, or should have, an impact on higher education.

Possible Assessments:
- The Tutor compares and contrasts two educational theories and suggests appropriate ways to implement or not implement the theories at her/his own institution.

- The Tutor develops a PowerPoint presentation for tutor trainings that highlights several learning theories and delivers a workshop for new tutors introducing them to the theories and how they can incorporate them into tutoring sessions.

- A pair of Tutors debate who is the most influential educational theorist (in terms of academic support programming) in front of the Center staff.

Using Technology

Standard:
The tutor implements appropriate technology to run effective tutoring sessions.

Outcomes:
The tutor is able to effectively use a technology platform (Zoom, Google Meets, Blackboard Collaborate Ultra, etc.) and its tools to run an engaging tutoring session.

Possible Assessments:
- During a tutoring session, the tutor is observed using a tool in their online tutoring platform to enhance student learning.

● The tutor compares and contrasts different technology platforms, developing a suggested preferred platform given the Learning Center's needs.

● In groups, tutors develop different activities to engage students in the online environment. After discussing in groups, the cohort develops a list for tutors to reference when planning their sessions.

Virtual Communication

Standard:
The tutor understands ways to approach communication effectively in a digital or virtual space, in writing, audio, and video formats.

Outcome:
The tutor is able to communicate via virtual means using good body language and framing, clear and concise language, consistent paraphrasing, use of effective digital artifacts, and any other behaviors focused on in training.

Possible Assessments:
- The tutor uploads a screenshot of their video feed to a Learning Management System, demonstrating proper framing, lighting, and neutral-to-positive facial expressions for a video session with a student.

- The tutor roleplays managing a tutoring session where the student is describing an issue from a particular class project but refuses to use video or screenshare.

- The tutor writes a short essay discussing the factors of effective virtual communication, including at least five tips or tricks to effectively working with students without strong comfort or competency with online platforms.

Appendix B: Documentation of Training Sessions

Effective tutor training programs formally document their training curriculum to allow for long term evaluation purposes and to help ensure standardized implementation over time. While CRLA ITTPC requires no specific format for this documentation, below is a template that may serve as a guide or framework for that purpose.

We have included a breakdown of each template item, followed by a sample which has been filled in, and a blank version for your use.

Sample Session Plan Template

Topic: What do you call this training?

CRLA Topic: What CRLA topic and subtopic is this?

CRLA Standard: What is the standard for this topic? For ITTPC-required topics, align this item with CRLA standards as stated above.

CRLA Outcome: What is the outcome for this topic? For ITTPC-required topics, use the CRLA outcomes stated above as the basis for your program's desired training. outcomes.

Materials: What materials are you going to need to effectively conduct this session? Think about if you were filling in for a colleague who wrote this training and make sure you include everything. Where does one find all the materials?

Agenda: What is the order of the training? How much time will you spend on each item/activity? How does each activity connect to your goals for the session? Are there any special considerations a training facilitator should know going into the session?

Assessment: What is the assessment or assessments for this topic? When will those assessments be offered/conducted?

Citations: What outside resources did you use to conduct this session? Where could someone go for more information about this topic? Include citations in the training materials as well (such as in a PowerPoint or on a handout).

Sample Lesson plan

Basic Tutoring Guidelines/ Tutoring Do's & Don'ts

Session – in-person – 60 mins total

CRLA topic: Basic tutoring Guidelines / Tutoring Do's & Don'ts

Standard: The tutor knows and understands the expected behaviors and practices of the tutorial program and her/his specific operating procedures as well as practices and behaviors that are considered both appropriate and inappropriate for her/his position.

Outcome: The tutor exhibits appropriate protocol and behaviors in terms of job duties; responsibilities; policies and procedures

Assessment: Tutors will have an assessment at the end of the session where they must apply the material in this session to scenarios. The large group discussion will reinforce that tutors are understanding expectations. Tutors will continue being assessed on this topic with observation throughout the year.

Agenda:

- What are the basic do's and don'ts of a session? Students form clusters and come up with a list

- Groups then present the list and the reasoning behind it, leading to large group discussion

- Attendance policy

- Department policies and Expectations

- We go over department tutor expectations along with tutor contracts

- Assessment: Tutors are divided into pairs or groups and given a scenario. They must then brainstorm what they would do in that scenario. All groups and pairs will share out to the larger group, creating a large group discussion.

Session Title	
Session modality and time (synchronous, asynchronous, TIS?)	
CRLA Topic	
CRLA Standard	
CRLA Outcome(s)	
Materials needed	
Agenda	
Assessment	
Citations and/or Reference Material	

Appendix C: Writing your own Outcomes

Can I write my own outcomes?

CRLA ITTPC has given you stated Standards and Outcomes for each of the CRLA ITTPC topics in this text. However, we encourage programs to modify or specify each outcome to meet their specific needs within the context of their Center and campus.

What is an outcome?

An outcome is what the tutor should be able to do to demonstrate their understanding of the content from the training. Outcomes should be specific, measurable, and focused on behaviors, skills, or techniques as much as possible.

What should an outcome include?

There are key components to an outcome that are necessary for it to be useful to the trainer and trainees:

1) Who is demonstrating their knowledge?
2) How are they demonstrating their knowledge? (action verbs)
3) What content are they demonstrating their knowledge of?

Here is an example of an Outcome with each element labeled:

Who	How	Content that is demonstrated
↑	↑	↑

The tutor articulates, models, and integrates a variety of effective study skills into the tutoring session.

An effective outcome should make designing an assessment easier, because it provides exactly what you should expect to see from the trainee after training has concluded.

What resources should I use to create my own outcomes?

Here are a few resources that may assist you with designing your own outcomes:

- Bloom's taxonomy is useful in determining action verbs to determine "how"

- SMART goals can be an effective framework to build out specificity with the demonstration of skill, behavior and/or knowledge

- Several of the books and articles listed in the Resources section may be valuable additions to your library.

Appendix D: Sample Evaluations

CRLA ITTPC requires that trainee evaluation occurs regularly, and the results are individualized and known to the tutor, based on the tutor demonstrating good tutoring skills. Tutor evaluation should be conducted in part by someone who is aware of the training curriculum and goals of the program. While not required by ITTPC, best practice also encourages a direct relationship between the training outcomes and the evaluation method(s) used.

Tutoring programs should evaluate as much as is reasonable. Evaluation of the tutors can also help to evaluate the effectiveness of the training and/or tutoring program. For example, collating tutor observation data can provide feedback into how well the training program is preparing the tutor. Relatedly, student evaluation of the tutor's performance can help determine how well the tutorial program's philosophy of tutoring matches the students' perception of the program's mission, depending on the type of questions asked.

Below, we have compiled several ideas for how a program might evaluate their trainees as well as their training program as a whole. While not an exhaustive list, we hope that these examples will serve as a springboard for designing or developing your own evaluation methodology.

Trainee Evaluation Ideas:
☐ Observation with behavioral checklist
☐ Trainee self-reflection with supervisor commentary
☐ Student feedback about tutoring experiences
☐ Faculty review and commentary
☐ Tutor-to-Tutor observation and discussion
☐
☐

Program Evaluation Ideas:
☐ Student feedback about tutoring experiences
☐ Trainee feedback about tutoring and/or training experiences
☐ Cohort analyses between attendees and non-attendees
☐ Faculty feedback about interaction with office / program
☐
☐

See the bibliography in Appendix E for additional references about evaluation that may be useful to you. In particular, the CRLA white paper on Evaluating Learning Assistance Programs might be of particular interest.

Appendix E: References and Resource Guide

It is important for training programs to build their content with the help of the research in the field of Learning Assistance. To get the conversation started, the authors of this text, along with several current ITTPC reviewers, have compiled a partial list of helpful resources we have used in the development of our own training programs, as relevant to the topics outlined in the ITTPC standards above.

While the following list is not exhaustive, it provides a glimpse into some of the research and commentary that have been done around the topics discussed in this document. For ease of navigation, we have arranged the items into the same categories as are required for certification--with the only addition being a "general" category for items that either fit into multiple categories, or resources that are helpful but don't belong to any one category.

For additional resources, we encourage tutor trainers and administrators to visit the LRNASST listserv archives (https://lists.ufl.edu/archives/lrnasst-l.html), or to look at the information regularly updated on the LSCHE webspace (https://lsche.net/articles/).

> **Note:** Inclusion on this list should not be considered as CRLA endorsement of any particular group, publication, or person.

General Information

Agee, K. S., & Hodges, R (2012). *Handbook for training peer tutors and mentors.* Mason, OH. Cengage Learning.
> A must-have for those new to working in a learning center. It is filled with activities and readings around tutoring, mentoring, and important or relevant training topics collected from 106 professionals in the field.

Bailey, G. K. (2010). *Tutoring strategies: A case study comparing learning center tutors and academic department tutors.* Doctoral Dissertation, University of North Carolina Greensboro. ProQuest (UMI No. 3403672).
> This research compares tutors from two different programs at the same institution and looks at how training and location influenced the selection and use of tutoring strategies.

Boylan, H. R., Bliss, L. B., & Bonham, B. S. (1997) Program components and their relationship to student performance. Journal of Developmental Education, 20 (3), 2-6.
> This research looks at the impact of several program components (such as tutoring, mandatory assessment, etc.) to determine their relationship to areas such as GPA, retention, and performance in developmental courses. Tutor with tutor training (among a couple of others) was found to be related to the higher number of success measures.

Brennan, J. (2021). *Engaging learners through Zoom: Strategies for virtual teaching across disciplines*. Hoboken, NJ: Jossey-Bass, a Wiley Imprint.

> This book uses cognitive neuroscience research to provide activities and advice for how to deliver tutoring online. It is useful for online tutor training as well!

Christ, F. L., Sheets, R., & Smith, K. (Eds). Starting up a learning assistance center: Conversations with CRLA members who have been there and done that. Clearwater, FL: H & H Publishing Company, Inc. pp. ii-iii. http://www.lsche.net > articles > slac

> This brief interview with professionals in the field provides suggestions and recommendations for beginning a learning assistance center from scratch.

CRLA (2021). "ITTPC Requirements." https://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program

> All the important up-to-date information on the ITTPC requirements.

Council for the Advancement of Standards in Higher Education. (2010). Learning assistance programs CAS standards and guidelines. http://www.cas.edu/

> Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) promotes standards in student affairs, student services, and student development programs.

Dawson, M. J. L. (1990). *A study of peer tutor training programs and a peer tutor training program for Drake University*. Doctoral Dissertation, Drake University.

> This study describes the implementation of a tutor training program after extensive research. A description of the program and recommendations are given.

Dvorak, J. (2001). The College Tutoring Experience: A Qualitative Study. The Learning Assistance Review, 6, 33-46.

> This is a case study of the college tutoring experience from the perspective of tutors.

Fabiani, D, & Soler Alemany, M. (2017). What constitutes effective tutoring on scripts and oral presentations? Report from the Waseda Writing Center. Studies in Self-Access Learning Journal, 8(4), 334-353. https://doi.org/10.37237/080405

> A discussion of ways writing center tutors can assist students prepare scripts and slides for presentations, and why having that sort of support is valuable.

Giaimo, G.N., & Turner, S.J. (2019). *Session notes as a professionalization tool for writing center staff: Conducting discourse analysis to determine training efficacy and tutor growth*. Journal of Writing Research 11(1) pp. 131-162.

> This research study uses session notes from tutors to determine whether training effectively professionalized the tutor. Great information about discourse analysis and documentation of tutoring sessions to assess tutor learning and experience over time.

Hays, E. (2006). *The genres of tutor training: Searching for reflective practice*. Doctoral Dissertation, University of Rhode Island.

> There are many tutor training tools for learning centers to utilize. This study uses surveys to look at which tools are used and if reflective practice is included in training.

Keller, P., & Porter, H. (2020). *A Terminological Study of Peer Education in Higher Education*. CRLA. Retrieved from https://www.crla.net/images/whitepaper/CRLA_2020_WhitePaper_Peer_Ed_FA.pdf

> This CRLA White Paper examines the history and contemporary applications of peer education.

National Institute for Learning Outcomes Assessment. https://www.learningoutcomesassessment.org/about/

> Established in 2008, the National Institute for Learning Outcomes Assessment (NILOA) is dedicated to everything around learning outcomes to improve student learning. A great place to start if you are writing your own outcomes.

Norton, J., & Agee, K. S. (2014). Assessment of Learning Assistance Programs: Supporting Professionals in the Field. CRLA. Retrieved from https://www.crla.net/images/whitepaper/CRLA_2014_WhitePaper_LAP.pdf

> This CRLA White Paper dives into assessment challenges, qualitative assessments, quantitative assessments, and guidelines for good practice in assessing learning assistance.

Silberman, M., Biech, E., & Auerbach, C. (2015). Active Training: A Handbook of Techniques, Designs, Case Examples and Tips, Fourth Edition. https://onlinelibrary.wiley.com/doi/book/10.1002/9781119154778

> A book full of practical tips and techniques that fully engage learners and help them get the most out of sessions. It includes examples, templates, worksheets to aid trainers with implementation.

Sheets, R.A. (1994). *The effects of training and experience on adult peer tutors in community colleges*. Doctoral dissertation, Arizona State University.

> This study investigated the effects of training and experience on tutors. Several recommendations are made by practitioners in the field and professionals interested in additional research.

Stabile, P. (2018, May). Best practices for starting a peer-tutoring program. http://www.ecampusnews.com/2018/05/21/best-practices-for-starting-a-peer-tutoring-program/

> Recommendations and strategies presented from the Berkeley College Center for Academic Success (CAS), a recent tutorial program start-up. An overview of a great process for designing a student-centered learning support service or program.

Turrentine, P. (2019*). Everything You Ever Wanted to Know About Learning Centers (and then some).* Dunedin: H & H Publishing.

> This resource provides a treasury of information about creating a new learning center or redefining your current center. Detailed information about facilities, programs, services, management and staffing, and program evaluation. This is a must-have resource for professionals who want to create a successful learning center who may choose to read it from cover to cover or refer to chapters relevant to their specific needs.

Basics

Cleveland, J. P. (2008, December 19). What Socrates Would Say to Undergraduate Tutors. Chronicle of Higher Education. p. A26.

> This short article gives a good introduction to the idea of the role of a Socratic tutor in helping undergraduate students. It might serve as a brainstorm starter or a reading for tutors around the role of a tutor.

Gillespie, P., & Lerner, N. (2008). *The Longman guide to peer tutoring* (2nd ed.). New York, NY: Pearson.

> This book, while primarily focused on writing tutoring, provides great insights on the role and structure of tutoring sessions.

Grogan, J. (2011). The appreciative tutor. Journal of College Reading and Learning, 42(1), 80-88.

> This article from CRLA's JCRL suggests merging MacDonald's Tutoring Cycle with the six phases of Appreciative Advising to create the Appreciative Tutoring Cycle. Details of merging the two ideas and how it would work are described.

Lipsky, S. A. (2011). *A Training Guide for College Tutors and Peer Educators*. Boston: Pearson.

> This book is great not just for information on the basic topics covered, but also because they give examples of activities and assessments tutors and peer educators can use for themselves and with their students.

MacDonald, R. B. (1993). Group tutoring techniques: From research to practice. Journal of Developmental Education, 17 (1), 12-18.

> This study included interviews from tutors on experiences with small groups. A module on groups for tutor training is outlined.

MacDonald, R. B. (2000) *Tutor Trainer's Manual for the Master Tutor: A Guidebook for More Effective Tutoring*. Williamsville, NY: Cambridge Stratford Study Skills Institute.

> A trainer's guide to Master Tutor, it includes scenarios and tutoring problems not included in the Guidebook which are designed to confirm and reinforce tutor's reading and instruction, while also providing additional comments and information to go with the guidebook for tutors.

McLachlan, S. & Hagger, M. S. (2010). Effects of an autonomy-supportive intervention on tutor behaviors in a higher education context. Teaching and Teacher Education, Volume 26, Issue 5, pg. 1204-1210, https://doi.org/10.1016/j.tate.2010.01.006.

> This study implemented a theory-driven autonomy-supportive intervention in university seminars and developed an observational checklist instrument to assess behavior change. The impact of the additional training on the program is discussed.

Newton, F. B., Ender, S. C. (2010). *Students helping students: A guide for peer educators on college campuses.* San Francisco, CA: Jossey-Bass.

> A true guide for peer educators to use during training. It is full of self-reflection exercises that help apply the material as it is learned.

Sanford, D. R. (2020). *The Rowman & Littlefield guide for peer tutors*. Lanham: Rowman & Littlefield.

> This text covers topics essential for all peer tutors: the brain-based reality of learning, active & collaborative pedagogies, the role of learning centers in colleges and universities, models for tutoring, the transition to college, metacognition, study strategies, online environments, and much more.

Toms, M. L. (2010). *Put the Pencil Down: Essentials of Tutoring*. Raleigh, NC: North Carolina State UP.

> Based on a tutor training course, this book discusses several skills tutors should develop. It is a great resource for tutors when supplemented with activities and conversations.

Communication

Beard, L. (2019). *Diversifying consultant skill sets: Refiguring peer-to-peer feedback through feminist disability pedagogy.* The Southern Discourse: A Journal of Multiliteracy and Innovation, 23 (1) 10-27. https://southeasternwritingcenter.wildapricot.org/resources/SD_Archive/SDC23-1-2019.pdf

> A case study that analyzes the use of critical awareness of subjected identities and rhetorical listening to provide feedback to students with disabilities.

Bryant, W., Cuny, K. M., & Davidson, M. (2016). *Critical perspectives on group consultations at communication centers: Communication accommodation theory, immediacy, and persuasion.* Southern Discourse in the Center: A journal of multiliteracy and innovation. (21.1) 33-55. Retrieved from https://southeasternwritingcenter.wildapricot.org/resources/SD_Archive/SDC21-1-2016.pdf

> This article looks at communication accommodation theory and applies it in a group setting at a communication center.

Bussiere, C. L. (2018). Technology in the Consultation: Using Videos to Achieve Engaging Dialogue and Authentic Feedback. Communication Center Journal, 4, 92-94. Retrieved from http://libjournal.uncg.edu/ccj/article/view/1762/pdf

      A case study where the author argues for the use of videos in consultations, after several sessions with a non-native English-speaking student at a Speaking Center.

Chadwick, S. & McGuire, S. P. (2004). Effect of Relational Communication on training for tutors on tutee course grades. The Learning Assistance Review 9(2), 29-40.

      This research looks at how training tutors to use Relational Communication strategies has the potential to benefit student course grades. Covers an overview of the training techniques used as well as possible reasons for the connection between this type of training and student outcomes.

Cuny, K. M. (2012). Unconditional positive regard, empathetic listening, and the impact of digital text driven communication. *International Journal of Listening*, 26, 79-82.

      A look at an activity that questions the impact that our daily non-vocal digital communicating has on our ability to empathetically listen.

Cuny, K.M., Wilde, S.M. & Stevens, A.V. (2012). Using empathetic listening to build relationships at the center, In Yook, E. & Atkins Sayre, W. (Eds.), Communication Centers and Oral Communication Programs in Higher Education: Advantages, Challenges, and New Directions (pp. 249-256). Lanham, MD: Lexington.

      This article looks at communication skills (such as empathetic listening, unconditional positive regard, and confirmation) that could help peer tutors develop more successful relationships with their students.

Cuny, K. M. & Yarragunta, H. R. (2009). Increasing feedback opportunities: Learning the ropes together. In Worley, D. W., Worley, D. A., Hugenberg, B. & Elkins, M. R. (Eds.), Best Practices in Experiential and Service Learning in Communication (pp. 316-324). Dubuque: Great Rivers.

      This article demonstrates ways to prove feedback opportunities, along with helpful advice for those who want to add new feedback strategies.

Ellis, E. D. (2017). Journalistic techniques in communication centers. Communication Center Journal, 3, 53-60. Retrieved from http://libjournal.uncg.edu/ccj/article/view/1573/pdf_1

      This piece discusses how to employ journalistic techniques to engage students in the critical thinking process. The four techniques are applied to a communication center but can be applied more broadly.

Kast, G. (2019). Grapevine Communication in Communication Centers: The Needs and Effects. Communication Center Journal, volume 5 (No 1). http://libjournal.uncg.edu/ccj/article/view/1959

This journal article looks at how one Communication Center uses grapevine communication to help employees succeed and coworkers bond.

Levi, D., & Askay, D. A. (2021). Group dynamics for teams (6th ed.). Thousand Oaks, CA: Sage.

This resource provides a great overview of group dynamics and theories related to teams and would be useful in developing sessions related to group dynamics and group management.

Moss, T. (2019). Analyzing Communication Center Training through the lens of Foucault. Communication Center Journal, volume 5 (No 1). 175-177. http://libjournal.uncg.edu/ccj/article/view/1963

This article discusses how the UNCG Communication Center uses power and freedom in training to create self-reliance. The program draws from Nichel Foucault's view of power.

Northouse, P. (2019). Leadership (8th ed.). Thousand Oaks, CA: Sage.

This resource would be useful to trainers seeking to learn more about leadership styles and theories to implement in training. It provides short overviews and summaries about major leadership theories.

Rosenberg, M. B. (2003). Nonviolent communication: A language of life. Encinitas, CA: PuddleDancer Press.

This resource describes methods and strategies to engage in communication without conflict and with compassion.

Schwartzman, R., & Ferraro, B. (2020). People with disabilities in oral communication centers: Pathways toward acknowledgment and engagement. Education, 141(1), 21-30.

A study that looked at tutors who were administered the Multi-dimensional Attitudes Scale towards persons with disabilities. The findings and recommendations are well worth the read!

Tonkins, M. R. (2018). Safe Space and Brave Space: Improving Interpersonal Relationships in the Communication Center. Communication Center Journal, 4, 95-97. Retrieved from http://libjournal.uncg.edu/ccj/article/view/1764/pdf

An auto ethnography where the author describes her experiences in a communication center and the importance of facilitating discussions on social injustice issues.

Ward, K. & Schwartzman, R. (2009). Building interpersonal relationships as a key to effective speaking center consultations. Journal of Instructional Psychology, 36(4), 363-372.

> This study documents what speaking center clients and consultants identify as barriers in consultations and how they address them.

Stone, D. & Heen, S. (2015). *Thanks for the feedback: The art and science of receiving feedback well (even when it's off-base, unfair, poorly-delivered, and frankly you're not in the mood)*. Penguin Randomhouse Publishing.

> Stone and Heen review the key elements of effective feedback and discuss strategies for making sure the feedback giver and feedback receiver are on the same page. Specific techniques for the listener and speaker are discussed and illustrated with both personal and professional situations.

Study Skills / Techniques

Anderson, L. W., Krathwohl, D. R., Airiasian, W., Cruikshank, K. A., Mayer, R. E., & Pintrich, P. R. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational outcomes: Complete edition. *NY: Longman*.

> This resource develops the revised Bloom's taxonomy and is a useful tool to use when developing resources as well as outcomes for training.

Benassi, V. A., Overson, C. E., & Hakala, C. M. (2014). Applying Science of Learning in Education: Infusing Psychological Science into the Curriculum. http://teachpsych.org/ebooks/asle2014/index.php

> This e-book looks at the science of learning and how it applies to the education field. Great to provide psychological background to common study practices.

Brown, P. C., Roediger, H. L. III, & McDaniel, M. A. (2014). Make it stick: The science of successful learning. Belknap Press of Harvard University Press.

> Great easy-to-read book about research-based study strategies. The text includes numerous examples and anecdotes on how to switch from non-effective to more effective strategies.

Dunlovsky, J. (2013). "Strengthening the Student Toolbox." https://eric.ed.gov/?id=EJ1021069

> Dunlovsky turns the findings from a peer-reviewed meta-analysis of learning and educational psychology research into an easy-to-digest article with several concrete techniques and suggestions for promoting learning.

Dunlovsky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology. *Psychological Science in the Public Interests, 14*(1), 4-58. DOI: 10.1177/1529100612453266
> This monograph examines 10 learning techniques and examines their utility. The recommendations are important for any newcomer to the field who is trying to rely on research-based study strategies.

Dweck, C. (2016). *Mindset: The new psychology of success*. New York, NY: Random House.
> A go-to text about what growth mindset is, examples of it, and how to apply it. Although the text is broad, it can easily be applied to any program run in a Learning Center.

Fisher, D., & Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Alexandria, VA: ASCD.
> Understand what gradual release is and how it works using this book. Although it is geared toward the classroom, it can be adapted for tutoring and tutor training.

Maxwell, M. (1997). Improving student learning skills: A new edition. (NADE Monograph No. 24). Clearwater, FL: H&H publishing.
> This text looks at the best practices in developmental education along with foundational discussions on many topics around learning centers, study skills, and tutoring.

McGuire, S. Y. (2015). Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation. Stylus Publishing
> This text blends research with practical applications around motivation, metacognition, and mindset. Great resource for students as well as learning center professionals and educators.

Meyer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. Journal of Educational Psychology, 4, 444-452.
> This experiment looks at the effectiveness of dual coding. It provides support for why tutors, teachers, and trainers should provide multimedia learning opportunities.

Nilson, L. B., (2013). Creating self-regulated learners. Sterling, VA: Stylus Publishing, LLC
> This book is a useful tool when developing content and resources to foster and build self-regulation in students and tutors. Strategies that can be adapted for use in tutoring are given throughout the resource.

Paideia, D. (2020). "Misusing Bloom's Taxonomy." [Blog]
https://medium.com/@dr.paideia2020/misusing-blooms-taxonomy-f570c5f56c2a

> An important reminder that basic skills are needed before trying to use higher order thinking skills. The author uses great comparisons to ensure understanding of her argument.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles concepts and evidence. Psychological Science in the Public Interest, 9, 105-119.

> An overview of current research and evidence into Learning Styles theory, including why the theory is pervasive without much evidence to support it.

Ruggiero, V. R. (2014). The art of thinking: A guide to critical and creative thought (11th Ed.).

> Already on its 11th edition, this book gives readers the tools, along with a step-by-step process, to critically think and problem solve. Concepts can be applied to tutoring or tutor training.

Scheffer, B. K., & Rubenfeld, M. G. (2000). A consensus statement on critical thinking in nursing. Journal of Nursing Education, 39(8), 352-9.

> Although this study is focused on critical thinking in nursing, the definition and concepts of critical thinking can be applied to other areas - including tutor training.

Scheffer, B. K., & Rubenfeld, M. G. (2001). Critical thinking: What is it and how do we teach it? *Current Issues in Nursing.*

> Using the article above, the authors continue to look at critical thinking. The two articles together provide a framework for critical thinking that can be used in any field.

Smith, M. & Weinstein, Y. (2016). "How to learn using…" [blog].
https://www.learningscientists.org/blog/2016/9/1-1

> For the latest in research-based study strategies, this is a great resource. Learn more about spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding.

Merriam, S.B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. San Francisco, CA: Jossey-Bass.

> An overview of adult learning theories and strategies. Merriam and Bierema deconstruct adult learning and its relationship to pedagogy, while making suggestions for designing, developing, and implementing adult learning programs across a wide variety of contexts.

Weinstein, Y., Sumeracki, Megan, & Caviglioli, O. (2019). *Understanding how we learn: A visual guide.* New York, NY: Routledge.

> A deep investigation into best practices for learning and studying from the field of cognitive psychology. The chapters amalgamate and simplify complex research-backed practices using ample visual representations and analogies.

Ethics and Equity

ACTP (2020). Tutor's Code of Ethics. https://www.myactp.com/code-of-ethics/

> A list of guidelines that is the basis of ethics for many tutor training programs.

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (2013). Readings for diversity and social justice (3rd ed.). New York, NY: Routledge.

> This essential resource provides foundational viewpoints and frameworks on diversity and various "-isms."

CAST (2020). Universal Design for Learning Guidelines. http://udlguidelines.cast.org/

> A basic overview of the three principles of UDL: Multiple Means of Action and Expression, Multiple Means of Representation, and Multiple Means of Engagement. CAST gives definitions and a breakdown of activities or options for meeting each principle in a classroom setting.

Cullen, M. (2008). 35 Dumb Things Well-Intended People Say: Surprising Things We Say That Widen the Diversity Gap. Wordclay Publishing.

> This book is a useful tool to help tutors understand how our words impact each other and integrates key inclusion related topics such as intent v. impact.

Ashworth, P., Bannister, P., Thorne, P., & Students on the Qualitative Research Methods Course Unit (1997). Guilty in whose eyes? University students' perceptions of cheating and plagiarism in academic work and assessment. *Studies in Higher Education, 22*(2), 187-203. doi:10.1080/03075079712331381034

> This article examines attitudes on cheating and plagiarism, trying to understand the student's perspective.

Fishman, T. (2009). *'We Know it When We See It' is not good enough: Toward a standard definition of Plagiarism that transcends theft, fraud, and copyright.* Paper presented at the 4th Asia Pacific Conference on Educational Integrity, NSW, Australia. Available from: http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf

> This paper presents differentiates plagiarism from theft, fraud, and copyright issues, and argues why this distinction is important to framing the conversation with students around misuse of academic resources.

Johnson, A. G. (2018). Privilege, power, and difference (3rd ed.). New York, NY: McGraw-Hill.

> A short overview of concepts related to diversity, equity, and inclusion--in particular ideas related to privilege and power.

Tobin, J. & Behling, K. T. (2019). Reach everyone, teach everyone: Universal Design for Learning in higher education.

> This text provides a great understanding of what Universal Design is and how to use it to advocate for student success. Techniques can be applied to the classroom, tutoring sessions, or tutor training.

Turrentine, P. (2015). Champions in the Classroom. Lanham: Rowman & Littlefield.

> Champions in the Classroom is a resource guide for professionals that offers a model and historical perspective for understanding the challenges faced by "student-athletes" while providing solutions and guidance to put the needed emphasis on "student." The book provides a "playbook" written in the jargon that athletes understand and guides them through the mastery of learning strategies to show the parallels between their sport and the classroom.

Stanford University Libraries (2020). "Measuring Fair Use: The Four Factors."
> https://fairuse.stanford.edu/overview/fair-use/four-factors/
>
>> A quick guide and decision tree to help programs, researchers, tutors, and students understand and apply U.S. Copyright law to their own use of materials, including how to determine whether use or distribution of a particular fixed medium qualifies for a "fair use" defense.

Electives

Warner, J. (2019). Why they can't write: Killing the five-paragraph essay and other necessities. Baltimore: John Hopkins University Press.

> Warner explores reasons why students struggle with writing effective college-level writing and makes suggestions for how college writing instructors can improve students' likelihood of success.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge, England: Cambridge University Press.

> Explores the 12 principles of the "cognitive theory of multimedia learning". This source provides guidelines for the creation of multimedia resources (PowerPoint slides, handouts, videos, etc.) that promote meaningful learning among viewers/attendees.

Appendix F: What is Tutoring?

One common question that programs ask is, "what is tutoring?" or "is what I'm doing at my Center considered tutoring?" CRLA ITTPC also often gets programs who wonder, "what makes tutoring different from other models, like supplemental instruction or academic coaching?"

The following chart was designed by co-author, Shawn O'Neil, using his own Center as the frame of reference, and he's sharing it here as a baseline that may help you in comparing various student support options for your college.

It can be a great exercise to do with your own Center staff to determine your philosophy of support and how your various components support the student and each other.

> **Note:** This chart is shared as a starting point for programs to explore the field of learning support in higher education and within the specific context of your college or university. It is not meant to serve as a definitive guide to these program areas or services.

[Space intentionally left blank]

	Tutoring	Supplemental Instruction (SI)	Academic Skills Coaching
Philosophy	Students benefit from a student-centered perspective on challenging or confusing course material.	Students benefit from role models in the classroom and an additional source of interaction with the content in a collaborative environment.	Students benefit from the ability to reflect on their learning strategies and approach to college success, and to practice new strategies in a supportive environment.
Session purpose	Students seek answers to their questions and content clarification. They address their own personal challenge areas, which they are guided to describe, work with, and organize meaningfully.	Students seek confirmation of the learning objective(s) and focus for their study time. They are given space to address challenging areas in the content (as identified by the SI Leader), to reteach and explain their thinking to each other.	Students seek advice about learning strategy and approaches to college and to increase their confidence. They are given the opportunity to explore their methodology around learning and managing their academic lives.
Role of the tutor/ leader/ coach	Guide, facilitator, question-asker, referral agent	Mentor, role model, leader, agenda-maker, confirmation-giver, facilitator	Facilitator, interviewer, referral agent, guide
Role of the student	Question-asker, note taker, problem solver, resource-user	Explainer, modeler, explorer	Thinker, creator, reflector, practitioner
Role of the faculty	Instructor, assessor, subject-matter expert, referral agent, recommender	Instructor, assessor, subject-matter expert, mentor to leader, recommender, referral agent	Supporter, subject-matter expert, referral agent
Session structure (typical)	Typically, "preview, view, review" or similar. Questions, explanation and practice, followed by review.	Leader-created agenda with lots of opportunities for "study-groups", collaborative learning, and peer interaction.	A mixture of activity, reflection, discussion, and planning.

Appendix G: Possible "Challenging Situations"

Challenging situations that a tutor may face in a session might include:

- an unprepared or underprepared tutee,

- a tardy student or one who misses appointments,

- a student who fails to take responsibility for their own learning,

- a student who blames others, particularly the faculty,

- a manipulative student or one who demands an inappropriate level of assistance,

- a student who is experiencing personal, family, or financial issues,

- a student who is aggressive or threatening,

- a student who is very shy and uncommunicative, etc.,

- a group of students who are at different levels of expertise or with different goals, and/or

- student(s) who are suspected of having cheated or misusing academic resources.

Appendix H: (Re)Building a Tutor/Peer Educator Program

Background Information: The worksheets included in this packet are designed to help you think through the development or revitalization of a peer educator and/or tutoring program for your institution. Refer to these documents periodically to help keep you on track. Find an ally on your campus that can discuss these questions with you.

This first worksheet will help you construct a framework for the development of a peer educator/tutoring program at your institution. The ultimate success of your program will depend in large part on your ability to align your programmatic goals and objectives with those of your college or university. Beginning with a broad-based vision and moving towards concrete, measurable goals that parallel the mission of the institution will help ensure the relevancy and vibrancy of your program for years to come.

Subsection H1. Your Program and Your Institution

1. What is your vision for your peer educator/tutoring program?

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2. What is the philosophy that will guide you through the design and development of a peer educator/tutoring program?

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3. What is your institutional vision and mission?

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4. What are your institutional goals generally or with regard to student success?

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5. How does your program vision, mission, and philosophy align with your institution's vision, mission, and goals?

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6. Are there any institutional changes on the horizon that could impact your program development?

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7. What are your institution's needs relative to the development of a peer educator/tutoring program?

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8. Identify 3-5 SMART goals for the development of your peer educator/tutoring program.

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9. **Follow-Up:** Jot down any questions you have regarding questions 1-8 and identify who on your campus may be able to help you answer these questions.

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Subsection H2. Your Program and Your Colleagues

This second worksheet presents a series of questions designed to help you think about your peer educator/tutoring program in relationship to other college or campus-wide initiatives. The questions in this section help you consider ways to develop stakeholders within your community in your program development.

1. Who are your stakeholders and how do you plan to include them in the development of your program(s)? Some people to consider include students, faculty, administrative and professional staff, senior leadership, trustees, community members, local employers, etc.

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2. What departments, programs, disciplines, or specific courses or populations will your peer educator/tutoring program serve?

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3. What data and/or resources support the need for a peer educator/tutoring program?

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4. Are there any current or prior peer educator/tutoring programs at your institution, and what is their status? How will your program differentiate itself from what currently exists or has existed?

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5. Who will be your greatest allies in this project and how can they help you?

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6. Who will be your greatest challengers, and how can you form or improve your working relationship with them?

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7. Identify 3-5 benefits both your allies and challengers will gain from the development of your peer educator/tutoring program.

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8. **Follow-Up:** Jot down any questions you have and what specific information you will need to move forward. Who can assist you in gathering that information?

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Subsection H3. Your Program and Your Funding

This third worksheet presents a series of questions to help you think about your funding needs and your budget. Before starting or expanding your peer educator/tutoring initiative, consider the "bottom line." Funding, staffing, physical location, and available human and material resources all play an important role in the development of your peer educator/tutoring program.

1. What funds are currently available to you?

2. How secure is that funding source? Is it a grant, one time gift, departmental contribution, institutional line item or other?

3. What additional funding sources might be available for this initiative? How could you further explore those options?

4. Do you have a project timeline? What steps need to be completed, and in what order?

5. What resources do you need to establish a peer educator/tutoring program? What resources are available to you? Identify the gap between these two points.

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6. Develop an initial budget. What resources (both human and material) do you need to launch your program? Project out a few years and develop a 3–5-year program and budget plan.

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7. **Follow-Up:** Jot down any questions you have and what specific information you need to move forward. Who can assist you in gathering that information?

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Subsection H4. Your Program and Your Staffing

This fourth worksheet poses questions to help you identify your staffing needs: both tutors and support personnel. Selecting the best individuals to fill a variety of roles within your program is critical to your success as it will help you determine the human resources available to staff your tutoring program.

1. Before determining your personnel needs, list the programs and academic departments your program will serve. Approximately how many courses and course sections you would like to support?

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    _____

2. Meet with faculty from the departments identified in the first question to get a sense of what kinds of support they believe would best serve students' needs. Do the same with administrators and student groups. Once you have a general sense of the needs expressed by these constituencies, identify what type(s) of staffing would help meet those needs: undergraduate and graduate students; professional staff (licensed or otherwise); and/or volunteers (community members, retired practitioners, etc.).

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3. What additional (administrative support and professional) staff do you need and what would be their specific roles and/or responsibilities within your program?

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4. Work with your Human Resources department and college leadership to determine the status of each position? (full-time, part-time, temporary, permanent, grant-funded, college operating budget funded, federal work-study, etc.) Outline several staffing models based upon the status and funding conditions determined above.

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5. Develop a plan to fund, recruit and hire your administrative and paraprofessional staff. (Note that this may require a phased approach). Use the space below to calculate various staffing models, areas of responsibility and associated costs.

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Subsection H5. Your Program and Your Peer Educators/Tutors

This fifth worksheet introduces key questions about your peer educator and/or peer tutor training; the heart of your program, designed to help guide you on the path towards creating an outstanding peer educator/tutor training program worthy of CRLA certification.

Whether you are seeking CRLA certification, have been certified in the past, or want to wait until your program is further developed before applying for certification, incorporating best practices at the early stages of the development process can help streamline program implementation and improve effectiveness.

HINT: Answer the questions below for each level of certification you are choosing to pursue. Remember that the levels are sequential, you must be certified at level 1 before proceeding to seek certification for level 2, and likewise, you must be certified at levels 1 & 2 to seek certification for level 3.

1. If you currently offer peer educator/tutor training, which CRLA topics do you already include in that training and do those topics meet your program needs? If you do not currently offer any peer educator/tutor training, which CRLA topics best align with your program mission and values?

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2. How does your content and delivery of each training topic currently meet the stated CRLA standard and outcome/s?

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3. What do you need to modify, if anything, to meet the standard for each topic?

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4. Do your intended outcomes meet those specified by IPTPC/ITTPC? How might you need to modify the outcome to address the specific needs of your program/institution?

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5. How do you currently assess the effectiveness of the teaching and learning for each topic?

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6. How might you create or modify your evaluation strategies to align with the CRLA requirements?

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7. What interactive, student-centered methodologies or activities do you use, or intend to use, in your peer educator/tutor training? Are there any materials (books, resources, materials, etc.) that you, or your peer educators/tutors, will need to purchase to implement your training?

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8. Will you include any third-party tutoring or administrative software in your training delivery plan? Outline how you envision this working successfully.

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9. How do you, or will you, model in training the behaviors you want your peer educators/tutors to emulate in their peer education/tutoring sessions?

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10. How will you track your peer educators'/tutors' progress through your training program? How will you ensure that each peer educator/tutor has met all the requirements for completion of your training criteria?

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11. What barriers exist to you achieving CRLA certification for your training program? How can you eliminate these barriers?

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Appendix I: Certification Checklist

The following three checklists are designed to assist an applicant-program prepare for the certification application process. We recommend programs considering certification use this appendix to evaluate where their current program meets CRLA requirements, and to begin collecting appropriate documentation examples needed for the application.

Level 1

Narrative
- ☐ There are at least two people who will serve as contact for this application.
- ☐ I know the objectives for my tutorial program and for my tutor training program.
- ☐ I know how I comply with copyright law for copyrighted works I use in my program.
- ☐ I can list who hires/selects, supervises, trains, and evaluates tutors at my program/center.

Selection
- ☐ Program verifies the candidate has earned A/B grade in the subject area to be tutored.
- ☐ Program collects a recommendation from at least ONE knowledgeable source (faculty, content expert, trainer, etc.).
- ☐ Program documents recommendations in a way that is easily traceable.
- ☐ Program interviews tutor-candidates, during which essential functions of the job are explained.

Training
- ☐ At least 10 hours of tutor training beyond the requirements of previous level.
    - o At least five hours of Tutor-trainer-led, Interactive, Synchronous time at this level.
    - o Training involves at least five (5) of the ITTPC topics for this level, spread across all the categories, with at least 30 minutes is spent on each ITTPC topic.
- ☐ If guest facilitators are used for a portion of training at this level, the facilitators understand how their topic relates to tutor training outcomes, and the content is directly connected to the tutor's role and responsibilities.
- ☐ If training involves "other" or "substitution," the choice can be explained clearly.

Evaluation
- ☐ An evaluation process takes place (formally or informally) at this level.
- ☐ An evaluation process occurs regularly (quarter, semester, yearly).
- ☐ Evaluation results that are known to the tutors.
- ☐ Tutors receive their own individualized evaluation results.
- ☐ Evaluation at this level is based partially on training objectives with feedback from supervisor, trainer and/or trained evaluator.
    - o Recommended: An iterative evaluation process (tutees, tutors, supervisors)

Experience
- ☐ The amount of time a tutor spends with students is tracked clearly and consistently.
- ☐ It is clear when a tutor has at least 25 hours of tutoring experience.

- Experience tracking is counted by time spent, not by "contact-hour" or per-student.
- Tutoring experience happens either concurrent with or immediately after training cycle.

Documentation
- Curricular plan, syllabus, or training guide that shows how tutors move through training sequence at this level.
- Training attendance tracking shows which tutors attended which topics for how long, dated within the last year.
- Samples:
  - Session plans prepared for one sample training session.
  - Session sample chosen has clear standards, outcomes and assessments which align with ITTPC's Standards, Outcomes, and Assessments publication.
- Bibliography of sources that serve as a theoretical or practical basis for the training sample you have chosen, annotated to explain what the item is and how the program used/uses the item.

Level 2
Selection
- Tutor has met all the requirements (selection, training, experience, evaluation) for Level 1.

Training
- At least 10 hours of tutor training beyond the requirements of previous level.
  - At least five hours of Tutor-trainer-led, Interactive, Synchronous time at this level.
  - Training involves at least five (5) of the ITTPC topics for this level, spread across all the categories, with at least 30 minutes is spent on each ITTPC topic.
- Review of Level 1 topics is present:
  - Review is substantively different from original presentation.
  - Review is less than 20% of total training time for this level.
- If training involves "other" or "substitution," the choice can be explained clearly.

Evaluation
- An evaluation process takes place (formally or informally) at this level.
- An evaluation process occurs regularly (quarter, semester, yearly).
- Evaluation results that are known to the tutors.
- Tutors receive their own individualized evaluation results.
- Evaluation at this level is based partially on training objectives with feedback from supervisor, trainer and/or trained evaluator.
  - Recommended: An iterative evaluation process (tutees, tutors, supervisors)

Experience
- The amount of time a tutor spends with students is tracked clearly and consistently.
- It is clear when a tutor has at least 25 hours of tutoring experience beyond those accrued at previous level.

- Experience tracking is counted by time spent, not by "contact-hour" or per-student.
- Tutoring experience happens either concurrent with or immediately after training cycle.

Documentation
- Curricular plan, syllabus, or training guide that shows how tutors move through training sequence at this level.
- Training attendance tracking shows which tutors attended which topics for how long, dated within the last year.
- Samples:
  - Session plans prepared for one sample training session.
  - Session sample chosen has clear standards, outcomes and assessments which align with ITTPC's Standards, Outcomes, and Assessments publication.
  - Bibliography of sources that serve as a theoretical or practical basis for the training sample you have chosen, annotated to explain what the item is and how the program used/uses the item.

Level 3
Selection
- Tutor has met all the requirements (selection, training, experience, evaluation) for Levels 1 and 2.

Training
- At least 10 hours of tutor training beyond the requirements of previous levels.
  - At least five hours of Tutor-trainer-led, Interactive, Synchronous time at this level.
  - Training involves at least five (5) of the ITTPC topics for this level, spread across all the categories, with at least 30 minutes is spent on each ITTPC topic.
- Review of Level 1 and 2 topics is present
  - Review is substantively different from original presentation.
  - Review is less than 20% of total training time for this level.
- If training involves "other" or "substitution," the choice can be explained clearly.

Evaluation
- An evaluation process takes place (formally or informally) at this level.
- An evaluation process occurs regularly (quarter, semester, yearly).
- Evaluation results that are known to the tutors.
- Tutors receive their own individualized evaluation results.
- Evaluation is based partially on training objectives with feedback from supervisor, trainer and/or trained evaluator.
  - Recommended: An iterative evaluation process (tutees, tutors, supervisors)

Experience
- The amount of time a tutor spends with students is tracked clearly and consistently.
- It is clear when a tutor has at least 25 hours of tutoring experience beyond those accrued at previous levels.

- Experience tracking is counted by time spent, not by "contact-hour" or per-student.
- Tutoring experience happens either concurrent with or immediately after training cycle.

Documentation
- Curricular plan, syllabus, or training guide that shows how tutors move through training sequence at this level.
- Training attendance tracking shows which tutors attended which topics for how long, dated within the last year.
- Samples:
  - Session plans prepared for one sample training session.
  - Session sample chosen has clear standards, outcomes and assessments which align with ITTPC's Standards, Outcomes, and Assessments publication.
  - Bibliography of sources that serve as a theoretical or practical basis for the training sample you have chosen, annotated to explain what the item is and how the program used/uses the item.
- Authentic evaluation sample for a tutor at this level which demonstrates the type of feedback tutors receive, with last names and ID numbers redacted.