



After-School Tutoring Program

859-254-4175

Carol Bradford, Tutoring Coordinator, tutoring@carnegiecenterlex.org

Tutor Responsibilities

- **Commit** to at least one semester of tutoring one hour at the same time each week. If you can't make this commitment, please consider one of our other wonderful volunteer opportunities. It is important to be there each week as your student's tutor and mentor; sometimes the tutor is the most consistent figure in a student's life.
- **Plan** each session carefully and creatively with your student in mind. Use our lesson planning templates, the information you gather at orientation, and the many resources in the tutoring room and on our website (www.carnegiecenterlex.org). Contact the tutoring coordinator for more planning suggestions.
- **Be reliable.** Arrive on time for sessions, and call the parent at least a day in advance if you are sick. In emergencies, make every effort to leave a message at the Carnegie Center for your student. Reschedule missed sessions when possible. If a student is consistently late or misses two sessions without calling first, PLEASE notify the tutoring coordinator. We do reserve the right to terminate our contract with unreliable tutors and students.
- **Fill out a Weekly Tutoring Record each week.** On the front table in the tutoring room, please find a weekly record to keep track of your tutoring sessions. This will only take you a few minutes each week and it's important that you keep track of each session. You may find this as a useful reference for future tutoring sessions as well. **Keep this record in your student's folder.**
- **Remain in Contact** with the tutoring coordinator and your student's parent.
 - **Tutoring Coordinator** – Feel free to drop by, email, or schedule a meeting with Carol; just to check in, even if everything is going fine. Let her know if you change your tutoring time or decide to stop tutoring. Ask questions, give suggestions, leave messages – she wants to hear from you!

- **Parent** – Check in each week briefly. Let them know about upcoming vacations or if you need to change times or stop tutoring. At the end of each semester, see if they wish to continue next semester and when. If you have problems with parents (demanding, rude, etc) please notify the tutoring coordinator **immediately**.
- **Further your training** by attending at least one tutor training session per semester. These will be advertised in the tutoring room and through email. We offer these trainings free of charge and provide food and drinks. If you have a suggestion for a training to offer, please feel free to tell the tutoring coordinator.
- **Have fun!** We want to encourage students to embrace a hands-on approach to learning. The more creative ways you can think of to get concepts across the students, the more they will be able to think of learning as a fun experience. So get excited! Play games, sing songs, make up rhymes – anything that will help your student learn.

About Your Student

- All of our students are given pre-assessments before tutoring and you will receive that information at the first meeting between yourself and your student.
- You will begin tutoring **two weeks** from the date of your orientation **unless otherwise notified**.

Your 1st Meeting

- **Don't lose that contact information!** You will exchange numbers/contact information with the parent. **DO NOT LOSE THIS**, as **you will be responsible for contacting the parent** if you are unable to make a session.
- **Talking with the parent.** You will sit down with the parent and student and discuss learning goals and Carnegie Center procedures. It's also a good idea to discuss with the parent where you will meet each week. Parents **must** walk the child into the center and walk back in to get them at the end of each session, so it is good to have a meeting place (lobby, etc) agreed on beforehand.
- **Going upstairs.** After the first meeting, you and your student will be free to go upstairs and begin tutoring. **Don't forget to sign EACH WEEK on Volgistics, since this is how we will track your hours.**

- **Getting to know each other.** Plan to spend the first session getting to know each other. Have some learning activities and games ready, but it is acceptable to use this time to discover how your student learns best, ask them questions about school and what they like and don't like. If you take this time early on, it will make lesson planning easier, and your rapport with your student will be stronger.

Planning a Session

- **Listen to your student.** Your relationship with your student will have a huge impact on your success together. Find out what they like/dislike and find ways to help them learn using activities they enjoy.
- **Give your student some choice, but not too much.** If reading, choose 3 books and allow the student to pick one.
- **Limit homework time to no longer than 30 minutes.** For the remainder of the session, focus on helping your student with concepts using as many hands-on examples as possible. For younger students, try to break activities up to no longer than 15-20 minutes, especially if they struggle with short attention span.
- **Start with something easy that the student can do successfully.** Struggling students need to have success to feel like they are progressing. Begin with books 1 level lower than you think the student needs, or review basic mathematical operations before moving on.
- **Repetition helps most learners.** Revisit concepts and techniques at subsequent sessions until the student has mastered them.
- **When reading aloud, take turns reading with the student.** Let the student read a page, then you read a page. This allows you to model good reading. Do not spend the entire session reading; focus on interactive activities.
- **Be courteous in the tutoring room.** Clean up after each session and do not remove important materials.
- **If your student is late,** remember that you have only committed to a set hour of tutoring, NOT 60 minutes after the student arrives. Do not feel bad if you must leave at your usual time – it is the parent's responsibility to bring the student on time.

Program Safety

- **Stay on the Carnegie Center grounds for the entire session.** This means anywhere in the building, on the front lawn, or in Gratz Park next to the building. If you leave the Tutoring Room, please indicate where you are tutoring on the sign out sheet. If you are outside and become uncomfortable, return to the Carnegie Center immediately with your student and notify the front desk.
- Do not drive or take the student off-site.
- Make sure your student gets back to their parent after each session.
- **If the guardian is late to pick up the student,** you don't have to wait with them. Notify either the tutoring coordinator or the front desk, and then you may leave. We will take care of contacting the parent.
- **Checking in with parents to update them on a student's progress** is usually a helpful, positive experience. **If you are ever uncomfortable** or have negative experiences, **please inform the tutoring coordinator.** Your main concern is giving the student the academic help they need. The tutoring coordinator will handle uncomfortable situations or situations where the parent may be expecting too much of the tutor.
- Remember that this is a public building, and please inform a staff member if you see anything or anyone suspicious.

What Now and Who Do I Contact?

- **We will facilitate a first meeting between yourself and your student. You will record the time/date of that meeting on the postcard provided.**
- **We will notify you if there are any changes in your first meeting schedule.**
- **Your main contact is the tutoring coordinator, Carol Bradford**
 - tutoring@carnegiecenterlex.org, 859-254-4175
 - The Tutoring Coordinator will be your contact for any and all actual tutoring questions, and recommendation letters for specific educational programs (i.e. grad school for education)