

Oregon Middle School **Tutoring Handbook**

*We ourselves feel that what we are doing
is just a drop in the ocean.*

But the ocean would be less because of that missing drop.

Compiled by:

Shawn J. Schroedl,

(modified for Oregon Middle School Fall 2013, by Zoua Vang)

Madison Metropolitan School District

Mathematics Instructional Resource Teacher

Created in partnership between

MMSD and our local community agencies.



Oregon School District



**Urban League of
Greater Madison**

Building the Road to Economic Success

Table of Contents

Introduction

You The Tutor

- [Duties and Responsibilities](#)
- [Daily Procedures](#)
- [Qualifications](#)
- [Benefits](#)
-

Working with a Middle School Student

- [Who are they?](#)
- [What do they need?](#)
- [How do they learn?](#)

General Tutoring Tips

- [First Session](#)
- [Objectives](#)
- [Always keep in mind](#)
- [More tips you may not have thought of](#)
- [Ending a session](#)
-

Diverse Populations

- [At Risk Students](#)

Mathematics

- [How Does a Person Tutor Mathematics Successfully?](#)
- [The Connected Math Project](#)
- [Goals for each Tutoring Session](#)
- [English as a Second Language \(ESL\) Learners](#)

Procedural Advice

- [General Suggestions](#)
- [Questions to ask at school](#)
- [Record Keeping](#)
- [Tips from the Field](#)

Specific Instruction Techniques

- [No assignments](#)
- [Proofreading](#)
- [Studying/Preparing for Tests or end of the unit assessments](#)
- [Questioning](#)
- [Working with more than one student at a time](#)

Community Agency Information

Resources/References

INTRODUCTION

Oregon Middle School

Mission Statement:

The mission of Oregon Middle School is to develop conscientious citizens, foster positive attitudes, respect and appreciate individuals, and achieve academic excellence.

(Adopted from Oregon Middle School website, <http://www.oregonsd.org/schools/middleschoolhome.cfm>)

At Oregon Middle School, we are dedicated to ensuring that our students receive the support they need in order to achieve their maximum potential. This personal growth is fostered through a series of academic and extra-curricular programs. As of fall 2008, the middle school was able to qualify for the Unite Way/Urban League's Schools of Hope Program, and as a tutor, you will become a part of our team.

Schools of Hope arose in 1995 from a civic journalism project of the WISCONSIN STATE JOURNAL and WISC TV3. The United Way of Dane County took the lead in pulling together a number of community partners including the Madison Metropolitan School District (MMSD), Urban League of Greater Madison (ULGM), Madison Teachers Inc., the University of Wisconsin, 100 Black Men and local parents and youth. Schools of Hope aims to address the gap in academic achievement between African American, Latino and Southeast Asian students and their white counterparts in the Madison Schools. From a broad based process of gathering community input as well as hard data and research, the group developed a set of recommendations for improving youth achievement including strategies to implement those recommendations.

As part of these recommendations, a federal grant received in 1998 made possible the first major Schools of Hope initiative. The United Way of Dane County and MMSD working with RSVP and the University of Wisconsin -Madison, placed volunteer coordinators in those elementary schools with the highest levels of student poverty. To date, over 9052 tutors have been trained and placed with children in Madison, Sun Prairie, Oregon, and Middleton /Cross Plains school districts.

Through financial support from the United Way of Dane County and the Madison Metropolitan School District, the Urban League and Madison School Community Recreation in September of 2000 set out to replicate the success of this initiative. Since that time, other community partners such as Madison College (formerly MATC) and Centro Hispano have joined in. Working with Madison middle schools, these organizations are working to recruit and train volunteer tutors to ensure all students are prepared when they enter high school.

This handbook grew from a desire among these many community partners to combine and coordinate efforts to train tutors for our middle school students. Thanks to the Urban League, RSVP, Bootstrap and MATC youth programming for supplying previous handbook editions which served as a framework for this edition.

Most of all, thank you for your interest in volunteering to be a tutor! Giving your time is one of the best investments any human can make in our future, our children. The needs of our students are great. With a combined effort between the schools, community, parents and students, we can work for a successful future for our children. We encourage you to use the information, hints and suggestions in this handbook as a guide throughout your tutoring experience.

YOU, THE TUTOR

If we could shrink the earth's current population of 5.2 billion to a village of precisely 1,000 and all of the existing human ratios remained the same; it would look like this.

There would be:

564 Asians and Oceanians
210 Europeans
86 Africans
80 South Americans
60 North Americans

Moreover:

820 would be people of color;
180 would be white.

Also:

50% of the entire world's wealth would be in the hands of only 60 people;
700 would be unable to read;
500 would suffer from malnutrition;
600 would live in substandard housing.

(Source: Cited by Harold Hodgkinson of the Institute for Educational Leadership, at Education and Work Conference: "Guess Who's Coming to Work," Northwest Regional Educational Laboratory, Portland, OR, 1990.)

As a nation, we need to prepare young people to work and live in the realities of today's world. By becoming a tutor, you are making an important conscious decision and a commitment that will carry with it benefits beyond those you will expect.

Duties and Responsibilities

1. Tutor 7th or 8th grade students at Oregon Middle School.
2. Advise student(s) on study techniques and organizational skills and help them become independent learners.
3. Provide academic guidance to student(s). The goal is always student understanding rather than simply task completion so that students can utilize the acquired knowledge on future assignments and challenges including:
 - Monitoring grades,
 - Planning
 - Knowing when to ask for assistance

4. Motivate student(s) toward higher education & other formal post-secondary experiences.
5. Supervise student(s) to assure their safety and well being.
6. Become familiar with the rules that govern school and after-school behavior by reading the school's handbook.
7. Model appropriate, respectful, and caring behavior. The Oregon Middle School C.A.R.E Expectations are:
 - Citizenship- Be kind and thoughtful
 - Attitude- Be respectful
 - Responsibility- Be Dependable
 - Excellence
8. Assist in maintaining a clean working area.
9. Be punctual and responsible in fulfilling your duties. Give adequate notification of absences.
10. Accept supervision and suggestions graciously. Communicate frequently and honestly with the student, and the Tutor Coordinator regarding progress and areas of concern.
11. Become familiar with the learning goals of your tutoring program, your student, and their teacher. Your efforts should coincide with the school's philosophies and goals. Also become familiar with textbooks and materials the student is using.
12. Help students with organizational skills.
13. Attend initial orientation and training. Attend other meetings/ trainings as appropriate. Please let the tutor coordinator know if you would like additional training in a specific area.

Daily Procedures:

Every day when you come to the school to tutor, it is important that you follow these simple steps:

Daily Procedure:

1. When you come to the school, please report to the main office:
 - Sign in on the volunteer sheet and take the name tag
 - Pick up an Urban League lanyard
 - Sign in on your Daily Tutoring Log, in Room 140
2. When you are with your student(s)
 - Ask your student(s) if they have any homework and check their assignment notebooks

- With your student, Look up their assignments on Infinite Campus (use any available computer, or ask if there is a computer you can use)
 - If your student is all caught up you may read a book together or find other work to do (ex. Organize their folders, backpacks, etc...)
3. When you have completed your tutoring session:
- Sign out on your Daily Tutoring Log
 - Fill out who you worked with and what was done with the student
 - Return the Urban League lanyard to the main office

By following these simple steps, you can help us maintain accurate records so that we can better assist our students.

Qualifications/Requirements

- Tutors need to be available for at least one hour each week for a minimum of one semester. Punctuality is a must.
- Tutors should have the ability to communicate effectively and sensitively, and be able to respect and understand the needs of students.
- Tutors need a commitment and stamina to participate in one-on-one tutoring situations.
- Tutors should have the ability to establish a trusting and positive working relationship with students.
- Tutors must complete a background check and following approval, will be invited to participate in the orientation process.

Keep in Mind Tutors

You are not:

- a homework machine,
- a miracle worker,
- an instructor,
- a source of all the answers,
- a judge of right and wrong, or
- an expert.

Benefits... Priceless

Here are only a few of the intangible rewards available to effective tutors:

- Positive, fun and rewarding relationships develop over time.
- Tutoring supports a significant community effort to prepare students for success in high school by helping them achieve their individual academic goals.

- Tutors receive professional training and ongoing support including networking with education professionals and community leaders.
- Fulfill requirements including UW School of Education requirements, internships, and service learning projects.
- Having a positive and lasting impact on our kids!

Working with a Middle School Student

Who are they?

Middle School students are **young adolescents** between the ages of 10 and 14, who are beginning to develop more self-awareness and awareness of the world around them. They are beginning to look at themselves to create their own self image, try new behaviors, and explore who they are compared to those around them. They typically desire a higher degree of independence and want to be treated more like adults and less like "little kids."

Middle School students experience dramatic, individualized **physical changes**. Height, weight, body chemistry, and rapid sexual maturation can be expected. The legs grow faster than the rest of the body, creating an awkward and sometimes clumsy period that can cause distress and self-consciousness. The increase in size and strength of muscles leads to greater interest in physical activities. Fatigue and big appetites are common, due to the sheer amount of energy used in their metabolism. They can become extremely body conscious and begin to develop an interest in sexuality. They may be emotional about body changes and self-conscious with the opposite sex. Teasing often denotes sexual attraction.

Students at this age are **sensitive**. They worry about their ability to learn and keep up academically, physically and socially. They are torn between the desire for independence and the desire to please adults. Deflating comments or criticism can be devastating. Due to the concrete thinking of many, sarcasm is taken at face value and can be very hurtful. Use of an innuendo may be understood, but the accompanying wisdom that is needed to use it successfully is rarely developed.

Peer approval and acceptance is a driving social need. Peer group relationships are often unstable and there is a shift to age group clicks. Prestige is more important than adult approval with group interest changing to interest in one or two "best" friends. Seeking peer role models, having awkward social skills and being motivated by the social effects of drug use are all common. Research shows that many early adolescents experience a lack of self-confidence, low self-esteem, feel no control over their circumstances, and have a strong need for conformity.

Young people in this age group are in transition between the **concrete level** of intellectual development (seeing an issue as being black and white, not shades of gray) and the **abstract level**. This manifests itself in a strong sense of justice, especially when it is violated. Abstract concepts can be discussed, but aren't always understood. Middle school learners have a strong willingness to learn things they consider useful. They enjoy solving "real life" problems. This age group seeks independence in decision making.

Competition at this age is keen. There is respect of good sportsmanship and effort in sports and learning. Middle school students who are into organized team sports are willing to submerge personal ego for the good of the team or group. Some students may initiate too many activities and go beyond the fatigue point.

Students in the middle grades are in a difficult stage of development between childhood and adolescence. Their bodies are changing, and so are their minds, their thought processes, and their self-images. To be a middle school tutor requires great patience and creativity, great dedication, and above all, a great sense of humor.

(Adapted from RSVP of Dane County, Tips for Volunteers: Working With Middle School Students. Barbara Ryan, Hamilton Middle School, Madison. Shirley Hammond, Memorial High School, Madison)

What do they need?

Relationships

The **most important thing a tutor can bring to a tutoring session** is not content knowledge, but **the willingness to build a relationship of trust and encouragement with a young person**. Students may come to you for a variety of reasons such as being absent, not learning at the set pace of the class, needing more time on task, not asking clarifying questions or being unmotivated. They are worried about how you will view them and they may be very uncomfortable at the sessions. You can help gain their trust and diminish their apprehension by being on time, being enthusiastic, celebrating their successes (no matter how small) and sharing yourself. Talk about the difficulties you had to remind them that you are human too! Learn about them, their strengths and weaknesses and their goals. Capitalize on your learner's interests.

Establish a positive setting in which to work. Make sure the student is comfortable mentally (where they feel they can make errors and may or may not be seen by others) and physically (seated in a chair, on the floor, in a desk, at a table, not hungry or thirsty; bathroom needs are met, noise level ok). This can start the sessions on the right foot. **A little thing such as sitting next to them versus sitting across from them sends the message that you are working together**. Using collaborative

skills will help student's translate them to use in their own life and the relationships they have with others.

Listening

Rearrange the letters in the word 'listen' and you will discover a new word, 'silent.' The tutor's job is not one of telling information, but one of listening to the child's thought processes and facilitating the student's own learning. Asking the right question after posing the problem or project may get the student's thinking started. Encourage discussions and be honest and supportive. Outside of learning, they may be dealing with issues at school or home that need to be aired briefly before they can focus on the task at hand. You do not need to become a counselor; a brief opportunity to vent may be all they need. If the issue needs to be dealt with more, a reply such as, "I can tell this is really upsetting you, is there someone you can talk to after our session?" may help redirect their attention, but still show you do care.

Independence

Encourage the student's responsible decision-making skills. Let them tell you what they want to accomplish during your session and go with it. You can help them become an independent learner by withholding constant corrections. Help them notice errors and commend them on their ability to correct mistakes. At the end of your sessions ask them what they remember, feel good about and what they accomplished. This reflective thinking will transfer into their practice.

Organization

Middle school students are learning how to learn. Their backpacks and papers may be in complete chaos. Taking time to help them organize, put things in the proper folders, throw out what is no longer needed, etc. is worthwhile. Take time to look over their assignment notebooks and encourage them to find out what the assignments are. Also, encourage students to write their assignments in their assignment notebooks. This will help students develop their organizational skills and help them prioritize what they need to do.

A Fresh Start

Many middle school students need help building a positive image of themselves as capable learners with abilities to be successful in school. Tutors who start off right away reinforcing and praising what the student does know and what they can do, will more likely be able to help the student build the confidence needed to keep struggling with something that's been difficult for them. Give honest and supportive feedback that supports them taking risks and giving it a good try.

Ideas to help you focus on the positive:

1. When going over an assignment or test, circle everything that's correct
(each word spelled right, each math problem with the right answer, etc).
2. Even if all the answers are wrong, you can always find something positive to compliment them on. Legible handwriting, spelling part of a word correctly, the number of problems they worked on & tried to solve, not giving up, not having a blank page...
3. Make your praise as specific as possible. Say: "You have organized your work for this problem very clearly," rather than "You're very organized." Always give sincere praise.
4. Help them set realistic goals. "Could you aim for a B instead of a C on next week's test?"
5. Let teachers know when a student does an especially good job. When possible, tell the teacher about the great job when you know the student can overhear you or write a note that the student watches you write.
6. Let your students know you care about them and how well they achieve.

By building on the knowledge and skills that the student currently has and by focusing on the positive, the tutor can help a student increase and expand on those skills. If he/she has solved one problem correctly or part of a problem correctly, the tutor can ask them to think about how they were able to solve it, and can encourage them to apply the same methods to gradually add more words to their list of successes.

(Source: RSVP of Dane County, Tips for Volunteers: Working With Middle School Students. Barbara Ryan, Hamilton Middle School, Madison. Shirley Hammond, Memorial High School, Madison)

Help with bullying and harassment

Bullying and harassment are major issues with students. We recommend that you contact the appropriate school staff when students share information about incidents of bullying.

Helping a student who has been bullied:

- Listen carefully-What support does the student need? What help can you give?
- Avoid blaming the student for causing the bullying.
- Do not encourage the student to 'fight' back, but encourage students to seek help from staff members.

- Teach the student to be assertive, to say "no" in a clear, confident voice.
- Help the student to identify settings, activities, or locations when problems occur.
- Teach the student to recognize 'vibes' or body language as signs of danger.
- Practice how to handle specific situations.
- Encourage the student to get adult support in other settings where bullying and harassment may occur.

Helping a student who bullies others:

- Take every bullying incident seriously. Make expectations & consequences clear.
- Supervise students more closely.
- Do not tolerate behaviors that hurt others-respond swiftly with consequences, but aim to teach boundaries of acceptable/unacceptable behaviors.
- Help student understand 'internal' signs that he/she is about to 'lose it'.
- Help the child learn skills that sustain friendships and social skills.
- Praise behaviors that are positive, especially when they demonstrate empathy.
- Do not label the student as a bully. Always emphasize that behavior can change.
- Report the incident to the schools' support personnel (counselor, social worker) or the building administrator or tutor supervisor.
- *(Source: Bullying and Harassment: What Tutors Need to Know, Ron Lott, MMSD Staff and Organization Development.)*

How do they learn?

If a child experiences difficulty in school and/or has been diagnosed with a learning disability, understanding how he/she learns is important. Each person has his or her own unique way of learning. This is what produces scientists, visionary artists, magnificent musicians and gold medal athletes. Nearly all subjects demand the child make internal pictures of information, store them, and recall the information in pictures to write onto a piece of paper. The good news is that you can determine a child's learning style and work with them to develop strategies to help them become a better visual learner.

What You Can Do to Help

1. First, ask your student how he/she learns best.

2. Tell your student that visual or written tests are here to stay. You can then begin to teach him/her some 'visual' or picture learning strategies, which will increase the odds for higher grades.
3. When your student is reading, tell him/her to look up and create pictures of what is being read. Think of rhymes or patterns that the two of you could use to help recall facts and data.
4. Finally, when taking notes from a textbook, create "mind maps" of the new information. Using lots of colors, draw a circle in the center of the page and put the title of the chapter inside the circle. Then place other circles outside and around the one in the center. Within each circle, write a few key words and draw pictures to represent as much information as possible. This makes learning easier, faster and fun. It also provides a brain-friendly strategy for successful learning with pictures.

GENERAL TUTORING TIPS - First Session

A learning environment of comfort and trust must be established before one can begin learning. Take time to get to know one another by sharing personal experiences and interests. Relate to each other by finding things in common. Get to know the student as a person rather than as a learner. Here are a few ideas to help you establish a comfortable setting.

- Tell your partner your name and write it for them on a special card.
- Ask your student's name and if needed, take the time to pronounce and spell it correctly.
- Put your student's name on a special folder and decorate it together. This folder can be used for record keeping or as a portfolio of successes. Copy papers that are successes and keep them in this file for a record keeping process or a journal. (Papers may be copied in the library or in the main office)
- Make sure your student is comfortable (where are you seated: chairs, desks, floor; bathroom; drinks; food; noise level; seen by others; pencil vs. pen; temperature; etc.)
- Avoid overwhelming your student with too much talk. For some, a rush of conversation is intimidating.
- Write out your tutoring session schedule. You can make a bookmark with the dates and times or record it in the student's daily planner.
- Let the student know you respect their confidentiality. You will not discuss the child, the work, the achievements or anything of a personal nature with anyone but those necessary i.e. teacher or

- volunteer coordinator & only if it's necessary. Feel free to share great moments in your conversations with others, but leave personal details out.
- Embrace race and culture. Ask questions and express an appreciation for an ethnicity different from your own if it is appropriate to the tutoring session.
 - Encourage the student to bring his/her student planner to each tutoring session. You can see what assignments, projects and tests are coming up. If the student does not write in his/her assignment notebook encourage him/her to do so.

Objectives

Discuss with your student what he/she wants to get out of the sessions. Is it to learn something, pass a test, increase a grade level, please someone else, finish homework, etc? Work with this goal for now and if necessary share your own objective as well. By understanding these goals, the session may be better focused and you can work to expand or modify the goal only once trust and a relationship have been established.

Always keep in mind...

- Attendance: Students expect your attendance will be consistent and prompt. Find a way to personally notify the student you are working with if you are absent. If possible, help the student make arrangements to work with another tutor in your absence. Note that missing a session means the student may lose motivation and take a step back in their relationship with you. The best way to get along with your student is simply to be there on a consistent basis.
- Errors: Pause for the student to see and repair errors, **treat errors as learning opportunities**; some should be pursued in depth while others are corrected and passed over. Emphasize the benefits from any changes.
- Misbehavior: Cope with it. These are not adults, they want to test the limits, have fun and be active. Realize they need structure. This can be accomplished by setting clear expectations, balancing freedom with structure, reinforcing wanted behaviors and being consistent with the rules. As much as possible ignore annoying behavior by redirecting them to the task at hand. Always follow school rules. If you need additional assistance, please ask a staff member. Remember that it is not your duty to discipline the student.

- Independence: Build on the student's approaches rather than imposing one of your own. Your true role is not to give out the answers (although we know you know them all!), but to guide the student to discover ways to solve the problems. Their goal may be to simply get the homework done. Your goal is to help the student understand how to approach a problem and complete a task so he/she can work independently in the future. Here are some helpful hints:
 1. Focus on the given directions for the assignment. Help the student break multi-step directions into smaller steps. Sometimes students fail on a homework assignment simply because they didn't understand the directions.
 2. Help the student to understand the importance of the process (how the answers were discovered) as well as the end "product" (finished homework). If he/she got some answers right, ask him/her HOW he/she did them to help reinforce the successful process they're using. Or, if he/she got them all wrong, ask for an explanation of the reasoning. Then offer an alternate way by saying, "I can understand how you were thinking about this. Let's see what happens if we look at it another way."
 3. Have the student correct the homework with you. First, look for any mistakes they can find, mistakes caused by working too quickly or not being careful. Emphasize the importance of proofreading assignments or tests (before handing them in to be graded). It takes time, but saves time in the end. Do it right the first time and it won't have to be redone.
 4. Avoid doing the work FOR the student. Demonstrate how to solve problems and work TOGETHER with the student until key concepts are understood. Help the students strive toward independence, and keep in mind that the next time they have a test in class you won't be there to help.
- Be Human: Admit if you don't know the answer. Be persistent and find someone else who can help you both. Don't let yourself or the student get away with quitting.
- Respect academic abilities and judgment: Respect the student and he or she will return that respect. Assume the student has great intelligence. Start where the student is, never express that he or she should know something already. Academic confidence will grow when it is promoted. Never make a child feel bad for not understanding something. If the student does not want help, let him

or her know you will be there if you are needed. If the session is not productive and the student is not asking for help, he/she may be confused, frustrated and afraid to ask. Ask if he/she would mind if you looked at the work to see if you could figure it out. Do not accept the student giving up. Be positive and flexible and gently help.

- Comfort Level: Observe information about both what the student says and does and how (tone of voice, inflection, hesitancy, etc.) it is said or done. Attend and respond to both cognitive and affective/motivational student states. Be sensitive to the fact that many feel they are admitting shortcomings by coming to you. Laugh with them, but never at them. SMILE!
- Student Needs: You are there for the student, not for yourself. Always let the student know you are coming because you care about them more than any school credits or anything else you may be receiving for doing the tutoring. Allow the conversation to focus on them. Their basic needs must come first. Finishing an assignment or project is secondary. Stay focused on the child with your eyes and mind.
- Focus: Keep students on task. Having uninterrupted learning time means more can be accomplished. Always be interested in school. Adults like us are a good example for young teens. Be honest. If you say you don't like social studies, it is also important to explain why it is important to learn.
- Relationship: As mentioned in the previous section, **one of the most important rewards of tutoring is the chance to create a relationship with a young person.** Get to know your student on a personal level showing that you care about who he or she is. Share your experiences and thoughts. Joke with your student. This will let him/her know you can be a friend and mentor. **Let your student know in as many ways as possible that you enjoy the tutoring sessions and you are proud of any and all efforts.**
- Patience: Take your time with explanations, making sure there is also ample time for student questions and review. Let information sink in. Just because a student isn't talking doesn't mean he/she isn't thinking. Some are too shy or proud to ask for help. Don't get frustrated with the student. Some need things explained a few times or in different ways. This does not mean he/she is slow; we each have our own learning pace. Do not expect an immediate solution to long term learning issues.

- Consistency: Doing this will give the child a sense of security. Be consistent with your actions, expectations and consequences.
- Manage the Time: Breaking up the session into 2 sessions with a small drink or chat can help if applicable. Keep the session goal in mind and, if time is running low, discuss this with the student to make necessary adjustments. Toward the end of your session you want to let the child know time is running down. This will avoid an abrupt ending with questions left unanswered. Most of your time should be spent asking questions and listening.
- Listen: Silence is Golden. Yes, this too was mentioned in a previous section and is worth reiterating. Many tutors make the mistake of talking too much, over explaining and giving more information than is needed. Students are too used to being talked 'at' and can tune it all out. Your goal is to engage your student in good discussion. One of the secrets to doing this is to ask open-ended questions, ones that can't be answered with a simple yes or no. Display a comfort with silences or thinking time. Give your student 'wait time' to think things through before participating. Often these students don't participate in class because the answer is given before they have had time to think. Let your student know you value thinking time and will wait. Keep in mind, waiting too long may mean he/she does need help and is unsure of things. Knowing your student and how he/she learns will help you know what is going on in his/her head.
- Stay Positive: Positive reinforcement will improve your student's confidence in his/her abilities helping with test scores, class discussions and self-esteem. A student may shut down out of frustration. Let your student know some things take longer to understand. No matter what, be honest and sincere with this praise. Always try to speak in positives such as "Let's sit down and get to work." versus "Stop running around."

Helpful phrases include:

- You have such good ideas.
- Wonderful response.
- You really accomplished a lot today.
- Thank you for thinking so hard.
- You should be proud of yourself.
- I'm really proud of you.
- I like the way you corrected that.
- It's not quite right, let's try again.

- You are smart.
- I expect your best, not perfection!

(Source: MYCAP tutor handbook, Sharon Derry's *Ten Generalizations from Studies of Expert and Novice Tutoring*, 1999. Additional source for this section: *Learning Together School Volunteer Guide*, Wis. Dept. of Public Instruction, Spring 2000.)

More tips you may not have thought of...

- Exercise: This helps the brain create memory. Stretch or take a small walk if you are able to. As long as you aren't breaking any rules and staying focused, it's a great way to divide the time.
- Listen to the student, but do not criticize the teachers or parents.
- Seek the aid of the tutor supervisor in cases of problems. You are not responsible for the student or family.
- Always remember that you are the adult.
- Enjoy your tutoring sessions! We want students to work; fun can be incorporated into this. Share a joke or cartoon or just tell a story.

Know your student's interests, discuss each other's lives and watch them grow.

Ending a Session

As you wrap up your tutoring session, focus on the positive thinking that took place. Let your student know you enjoyed the session and are looking forward to working together in the future. Review your tutoring schedule, the expectations and anticipations if necessary. Discuss any materials that need to be brought and remember to always leave on a positive note. Both you and the student need to feel good about the session.

DIVERSE POPULATIONS

Before reading this section, make sure you have read the General Tutoring Tips section. The students you are working with are all middle schoolers who have many commonalities. With that said, there are some important points that should be made in regard to working with diverse populations.

Animal School Story

"Once upon a time there was a school for animals. The teachers were certain it had a very comprehensive curriculum, but somehow all the animals were failing. The duck was the star in the class for swimming, but was flunking tree climbing. The monkey was great at tree climbing, but was getting F's in swimming. The chickens excelled in grain research, but disrupted the tree climbing class so much they were sent to the principal's office daily. The rabbits were sensational in running, but had to have private tutoring in swimming. Saddest of all were the turtles, who,

after many diagnostic tests, were pronounced 'developmentally disabled.'
Yes, they were sent to a special class in a remote gopher hole.

The question is who are the real failures? Like the animals in the story, each student is a unique creation...a person who has a different set of talents, intelligences, & ways of learning." Our job is to find the talents of our diverse populations, build on them and find ways to strengthen the talents they need to be successful in school.

(Source: Jeanne Gibbs, *TRIBES: A New Way of Learning and Being Together*, 1995, p. 63)

Skills of Competence

It will be important to establish an effective relationship across differences. Mikel Hogan-Garcia has labeled certain behaviors as personal competencies for your daily life. These skills along with reflection, dialogue and problem solving will help you when working with students with different backgrounds from our own.

- ***Be nonjudgmental-*** ignore a tendency to negatively judge those perceived as different.
- ***Be flexible-*** readjust quickly and effectively.
- ***Be resourceful-*** obtain what is required to respond to a situation.
- ***Personalize observations-*** deal with one another as human beings.
- ***Pay attention to your feelings-*** by doing this you can better frame your verbal and nonverbal responses in an effective way.
- ***Listen carefully & observe attentively-*** this increases sensitivity to the whole message, words and body language.
- ***Assume complexity-*** recognize that perspectives are multiple, as are outcomes.
- ***Tolerate the stress of uncertainty-*** avoid showing any irritation or annoyance you may have in a situation
- ***Have patience-*** practice staying calm & persistence in challenging situations.
- ***Manage personal biases-*** move beyond your point of view to treat the student as an individual not necessarily part of a group.
- ***Keep a sense of humor-*** be aware of the absurdity that can come from differences converging. Avoid taking things so seriously that you lose perspective and can not laugh at yourself and with others.
- ***Show respect-*** go out of your way to express in a genuine and authentic manner the understanding, honor and esteem you are building with your student(s).

- **Show empathy-** experience the student's perspectives, feelings, beliefs, and attitudes as if they were your own.

(Source: Mikel Hogan-Garcia, The Four Skills of Cultural Diversity Competence: A Process for Understanding & Practice, 1999, p. 61-63)

Messages we are sending

Paying attention to the materials and environment in which learning takes place can help to understand a student from a several perspectives. The following questions were adapted from a list compiled by Janet Brown McCracken to offer a guide in the use of appropriate materials, strategies and activities in a diverse setting.

- How well do pictures, posters, games and other materials represent real people?
 - Depicted in a respectful way
 - Equal male/female/age group numbers
 - Variety of abilities: mental and physical
 - Various ethnic/cultural groups represented with accuracy to their characteristics
- How well do the messages in the books and recordings reflect reality?
 - Diverse characters and illustrations
 - Characters speak and act like real people
 - Text and illustrations accurate in information
 - Historical and contemporary setting depicted
 - Situations resolved in ways children can emulate
 - Students are urged to think critically about the material
- How are children encouraged to succeed?
 - Adults have realistic expectations while supporting curiosity, self-motivation and self-control
 - Skills such as decision making, democratic conflict resolution and acting out roles are used to solve problems
 - Students are encouraged to evaluate their own efforts and progress

(Source: Janet Brown McCracken, Valuing Diversity: The Primary Years, 1993, p. 30)

The Big Ideas

Tutors should value cultural and linguistic diversity as an enhancement of the quality of life and education for all. We are all different. The key to working together is through understanding and respecting of those differences. Certain aspects of one's life are a result of one's culture and ethnicity as well as their experiences. They may be subtle and are potent factors in diverse settings. Keep in the back of your mind that your students' beliefs in each of these areas may be different than your own. If they come up, you may respectfully ask questions, but make sure it is appropriate for your relationship with the child, and not just a probing question into their personal life.

If a misunderstanding happens, be willing to say you don't know, but are willing to learn. Ask the student to help and teach you to understand their point of view. Do not debate (Latin meaning = beat down), or try to convince the child of something other than their own point of view.

At Risk Students

A student labeled 'at risk' may be at risk of dropping out of school, failing, or incarceration. These students usually have troubled home lives and school is not seen as a high priority. Working with these students requires a great deal of patience. They are not used to having people care about them enough to stick with them. Rarely will these students have anything positive to say about school or their teachers. They may not have developed a relationship with anyone at the school. You can have a big impact on an at risk child. For the time you are with them you must make them feel that they are the only person in the world that matters to you. Your patience and ability to motivate will be tested and tried over and over again. You must be assertive without being aggressive. If you are truly committed to tutoring, you will not only instruct, but also mentor them.

MATHEMATICS

As a math tutor, you are not responsible for having all the "right" answers, making sure assignments are done, etc. Your main objective in tutoring is to act as a coach and work to empower the students to do the work themselves. Truly believing in the students, that they CAN learn and be successful in school, is one of the best gifts you can give them. Make the student responsible for his/her learning and subsequent success. Make it the student's victory!

How Does A Person Tutor Mathematics Successfully?

- *Ask QUESTIONS.*

- Instead of giving answers, ask students open ended questions to get them thinking. Using this strategy will promote a student's own understanding and put the responsibility of learning on him/her, not on you. See the lists of questions in the section on the Connected Math Program.
- *Spend lots of energy LISTENING.*
 - Do not take away their opportunity to learn by doing the thinking for them.
- *Learn to SCAFFOLD.*
 - Find out what they know and build on that. Have students explain what they know and if possible, what they think they need to know. Understand what they are thinking and ask questions to move them along. Act as if you don't know and work with them.
- *Separate CONCEPTS and VOCABULARY.*
 - Mathematics is a foreign language to many. They may understand a concept and be able to explain it in their own language. This is ok. When they use their own language they are building their own understanding and connecting it to what they already know. It will be easier for them to recall it and build on it when it is in terms they know. When it seems appropriate you can steer them toward the appropriate vocabulary, but do not dismiss their own vocabulary as being any less correct. You can tell them we need a common vocabulary so we can all discuss mathematical concepts easily.
- *Look for ERROR PATTERNS.*
 - They may be making the same mistake over and over again. Once it is pointed out the task may not seem so overwhelming.
- *Give problems in CONTEXT.*
 - Try not to use 'naked number' sentences or problems without a context. When a student is solving a problem, they can better understand it if it is buried within a realistic example. If it's possible, incorporate the student's interests into the problems.
- *Keep the emphasis on the PROCESS, not the PRODUCT.*
 - It is more beneficial for a child to work on one problem for 30 minutes and really understand it than for them to get 20 problems done with no real understanding. Yes, the answer is

important, but not if they do not understand how it was reached.

- *Remember that there are MANY WAYS TO SOLVE PROBLEMS.*
 - Every strategy has value and tells you something about their understanding. Affirm their strategy and if you don't understand it, encourage them to explain it to you just as you would help them understand something they don't get. Do not push them to solve the problem in a certain way. While one way may be more efficient, it must be something they understand and it is better for them to understand something at their own developmental rate.
- *DON'T SHOW THE STUDENT HOW TO DO THE PROBLEM.*
 - As a tutor you want to pull things out of them, not put it in. Conduct conversations with the student to get them thinking versus lecturing them (they get that already!)
- *Try to PROVIDE SUCCESS EXPERIENCES.*
 - Make sure the child feels good about their thinking and their effort no matter what the outcome may have been. A successful tutor establishes a partnership in mathematical discovery.

The Connected Math Project

Recently, Madison middle schools began phasing in a new curriculum for middle school mathematics called The Connected Math Project. The US Department of Education rated the Connected Math Project (CMP) as one of five curricula to achieve exemplary status, its highest recognition. The American Association for the Advancement of Science (AAAS) rated CMP the highest of twelve middle school mathematics curricula, stating that it "contains both in-depth mathematics content and excellent instructional support." This concept will also be used and adapted at Oregon Middle School as well.

The three main goals of the Connected Math Project are helping students:

1. Make sense of mathematical concepts
2. Become proficient with basic skills
3. Be able to communicate their reasoning & understanding clearly.

The homework assigned for a CMP unit is more than just practicing a simple skill. It really is OK for students to struggle, make mistakes, or

even "not get" a part of the assignment. The time spent in class discussions is where mistakes and misconceptions are dealt with.

You can help students by pre-teaching the context of the units. Since all the mathematics is embedded in language and life experiences some students are lost if they do not have this framework in their lives. Find out what the next day/week's lesson is and go through the book discussing the context of the problems without discussing the math involved.

Example:

Students are asked to design an area for bumper cars to travel within. If they have never heard of or seen bumper cars, they will be a step behind the rest of the students.

To help your student learn using these materials, try to avoid telling or showing. Instead, ask questions about the problem and let the student explain and teach you. THIS IS AN AMAZINGLY POWERFUL LEARNING STRATEGY THAT TEACHERS USE FREQUENTLY!

Good questions and good listening will help children make sense of math, build self-confidence, and encourage mathematical thinking and communication. A good question opens up a problem and supports different ways of thinking about it. Here are some questions you might try: notice that few of them can be answered with a simple "yes" or "no".

GETTING STARTED

- What do you need to find out?
- What do you need to know?
- Where can you begin? Why?
- What terms do you understand or not understand?
- Have you solved similar problems that would help?
- What is the problem asking you to find?
- What is the purpose of the problem?
- What do you think the answer will look like?
- What is the information given to you to help solve the problem?
- Are there any manipulatives (materials you can manipulate in your hands) or resources you need to help you solve this?

WHILE WORKING

- How can you organize the information?
- Can you make a drawing (model) to explain your thinking? Or rewrite the problem?

- Are there other possibilities?
- Describe an approach (strategy) you can use to solve this. Or are using.
- What do you need to do next?
- Do you see any patterns/relationships that will help solve this?
- How does this relate to...?
- Can you make a prediction?
- Why did you...?
- What assumptions are you making?
- Explain your confusion.

REFLECTING ABOUT THE SOLUTION

- How do you know your solution/conclusion is reasonable?
- How did you arrive at your answer?
- How can you convince me your answer makes sense?
- What did you try that didn't work?
- Has the question been answered?
- Can the explanation be made clearer?

(Source: Adapted from, "They're Counting On Us," California Mathematics Council, 1995)

RESPONDING (Helping clarify/extend student's thinking)

- Tell me more.
- Can you explain it in a different way?
- Is there another possibility/strategy that would work?
- Help me understand this part...

HOW DO YOU FEEL ABOUT MATH?

Your feelings about math will have an impact on how your student perceives and values math. Try not to impart any negative feelings/communication about math to your student. The following are other ideas for using your tutoring time:

- Math is everywhere, yet many children don't see it. Talk about how you use math in your daily life, at work, in the home, etc.
- When you see articles that have data that might interest your student (sports statistics, data on teenage issues, facts about natural disasters, etc.) talk about what the numbers mean.
- Share your problem-solving strategies and techniques, mental computation strategies, and estimation strategies.

- Invite students to explain what was learned in math class or HAVE THEM TEACH IT TO YOU. This provides an opportunity for the student to clarify their thinking, to practice new skills, and to practice communicating mathematically.
- Help the student learn to use computer math utilities such as spreadsheets, charting and graphing programs.
- Play the 24 Game, available from the LMC Librarian.

(Source: Administrative Notebook for Middle School Mathematics, Plano Independent School District, Plano, TX)

HELPING STUDENTS PREPARE FOR TESTS/QUIZZES

- Encourage your student to begin studying several days before the test (Even 20 min./day can be enough).
- Assist your student in listing topics on which he/she will be tested.
- Make a review card for each topic/problem they will be tested on. The review card might include:
 1. An explanation and example of key terms
 2. Sample problems and solutions
 3. Key points
 4. Rules, processes, or strategies you learned
 5. Major conclusions (look back at the reflection summaries)
 6. Encourage your student to use all of the review cards to do a final review before the test.
 7. Encourage higher use of vocabulary by having the student re-explain concepts to you.
 8. Together, make up problems that could be used on a test, or create a mock test. Both in the creation and the solving, the student will be studying.
 9. Encourage your student to get a good night's sleep before the test; to eat before the test; and to try to relax before the test (Take deep breaths, etc.).

(Source: Math Study Skills Program, National Council of Teachers of Mathematics)

Goals for each Tutoring Session

Cognitive (Thinking)

- The child will solve math problems with understanding.
- The child will choose her/his own strategies, including those of his/her own invention.
- The child will be free to use a variety of strategies to solve problems. He/she will be encouraged to solve each problem in a variety of ways.
- The child will create his/her own knowledge.

- The child will be able to explain how s/he got the answer.
- The child will decide how and when to use a variety of materials.
- The child will know that thinking is critical to success.
- The child will see the reason for solving the problems.

Affective (Feelings/Emotions)

- The child will feel respected and important.
- The child will feel s/he has control of his/her learning.
- The child will enjoy the experience.
- The child will feel smarter in mathematics.
- The child will approach the next session willingly.

ELL Learners

- use pictures and/or demonstrations when explaining vocabulary
- relate math problems and vocabulary to their prior knowledge and background
- explain concrete concepts first, then abstract
- apply problems to real life situations
- use manipulatives to develop and practice concepts (i.e. chips for counting and multiplying, fraction strips) – ask teachers, learning coordinators, tutoring agencies for materials to use
- use drawings for word problems
- encourage your student to think aloud when solving word problems – have your student explain how he/she answered a problem
- read directions with your student - paraphrase and explain in easier terms if needed; have your student explain back to you what was stated.
- clarify and explain culture-specific language (i.e., walk-a-thon, fundraisers, food drives) used in problems
- model with your student how to get started – break directions down into step-by-step procedures (don't give lengthy directions all at once)
- encourage your student to do the following when solving a word problem: a) understand the problem, b) find the needed information, c) choose a plan, d) solve the problem
- use calculators to assist in answering and checking problems
- when explaining information, use visuals, diagrams, captions, and labels

- use supplemental materials (i.e., resource books Math On Call, Math At Hand)
- use cooperative learning – utilize other students to help explain problems

(Compiled by Amy Christianson: ESL teacher, Georgia O’Keeffe Middle School)

PROCEDURAL ADVICE

Each school has slightly different procedures for its volunteers. An individual who is designated as the coordinator, liaison, or contact person for volunteers manages most programs. Here, at Oregon Middle School, your Tutor Coordinator is as followed:

Zoua Vang, (608)835-4806, RM #140, zvang@oregonsd.net

Here are general suggestions and questions to ask that will help you have a productive experience. Remember you are part of a larger team of people including family, teachers and other staff that are supporting your student(s).

General Suggestions

Identify a main contact person at the school. It may be a secretary, tutor coordinator, classroom teacher or other staff member.

Clarify school expectations about what to cover in your tutoring session. Some teachers provide very specific directions and assignments, and others may have more general guidelines.

Take advantage of training opportunities that are offered throughout the year. Feel free to suggest topics to the school tutor coordinator or other volunteer program staff.

Questions to ask at school

1. Where should I check in? Where should I park? Do I need a parking sticker or nametag?
2. How should I document or log my time with my student(s)?
3. How will I communicate with the teacher/school regarding absences (student’s or your own)?
4. Is there a communication system set up with the classroom teacher? Does the teacher expect me to give specific feedback on my sessions with students? In writing or in person and how often?
5. Is there a phone available to use when I’m in the building? A lounge area? Safe place for coat/belongings?

6. What should I do if my student is disruptive or uncooperative?
7. Should I bring in items for the student (stickers, pencils, etc.) or not?
8. What do signals such as bells or buzzers mean?

TIPS FROM THE FIELD

Also known as: What to do when...

"My student is refusing to work. What shall I do?"

Try to encourage the student to work in small steps. Say, "We'll talk for five minutes and then we'll work." You can attempt to get to the root of why they are not working. If the student still refuses to work, you may need to end the session early. Or, you might try asking the student for input and suggestions on how to spend your time together. If a student is still non-cooperative and you would like help, you can always ask the tutor coordinator to sit-in on a tutoring session, or ask for help from a teacher or other staff member.

"My student and I are just not getting along."

During the first few study sessions, tutors should expect to be "tested" by the student to see how far the limits can be stretched. If a true personality conflict seems to be continuing, you can ask to be matched with another student. There is usually a waiting list of students who need tutors!

"My student seems to have a learning problem that I don't understand, and I'm not sure how to help."

Discuss this with the classroom teacher or program coordinator. Often they can provide you with helpful tips and resources.

"What are some special things I can do for my student?"

LISTEN, SUPPORT, and ENCOURAGE. Remember to follow-up and ask your student about the results of a particular project or test. Bring along a card or a treat for a birthday, (if it is celebrated, and always check for food allergies) or to use as a very special reward for a significant improvement or accomplishment. You do not need to use rewards at all, but if you do use them, use them sparingly so students will develop the ability to motivate themselves.

"What if my student says he/she wants to tell me something, but I have to promise not to tell anyone?"

Let the student know that secrets can be OK as long as everyone is safe. If the information shared with you is about the student or someone else being in danger, you will have to tell someone to try and make sure that no one gets hurt.

"What if my student tells me about being abused?"

By law, school staff must report any suspected child abuse. The school's social worker or counselor is trained in this area and can report it for you, and he/she may have already done so. Remember to respect your student's confidentiality and not discuss this with anyone other than the involved school support staff or the assigned county Social Services worker. Be sure to tell the child that they have the right to feel safe at all times. Help the student brainstorm a list of people to turn to for help, and advise the student to keep on asking for help until the student feels safe (not to give up).

"My student wants me to give him all the answers without doing any of the work." Remind the student that by having you do the work, the student is not really learning. The tutor is not going to be there when the student takes a test and has to recall the information. The student needs to gain an understanding that only comes from doing the work. Give hints and suggestions with helpful questions as guidance.

"As we work my student is always asking to use a calculator, is this ok?"

The purpose of using a calculator is as a tool for finding the answer. For some students, a calculator is a crutch used to avoid basic facts. Others use it with an understanding of the math that is behind what they are asking the calculator to do. Learn about your student and if he/she understands the process of what is being done.

(Source: adapted from RSVP handbook)

SPECIFIC INSTRUCTION TECHNIQUES

No Assignments?

If the student claims to have no homework and nothing to do, try some of these tactics:

- "Let's look up your grades in Infinite Campus." (on the computer)
- "Show me your assignment notebook."
- "Do you have any tests tomorrow? How can I help you prepare?"
- "Show me what you did in (history, math) today."
- "What topic was covered in (social studies, art) today?"
- "Did you understand the material?" If the answer is no, help them make a list of questions for the teacher and ask them their plans for when they will consult with the teacher. Follow up, later on, to see if their questions were answered.
- "Let's read this chapter together."
- "Let's find a magazine or book that you'd be interested in and read it together."

- "How's that backpack looking? Mind if I help you organize the papers and notebooks? We can probably get rid of some papers and find things you haven't seen in awhile!"

(Source: adapted from RSVP handbook)

Proofreading Assignments

The two of you can go through this checklist together.

1. Check spelling of each word.
2. Check for usage of the correct word: i.e., to, too, two
3. Check that writing is legible.
4. Check that margins are correct.
5. Check that all sentences begin with a capital letter.
6. Capitalize all proper nouns.
7. I used commas where my voice pauses briefly.
8. I used "comma, quotes" for each time someone speaks.
9. I started a new paragraph every time the speaker changed.
10. I used a semi-colon only in place of "and," "but," or "or."
11. I used a colon before listing things.
12. I used apostrophes to show possession or in contractions: "can't"
"Jon's guitar"
13. I underlined: book titles and magazine titles
14. I used quotes: short story, poem titles, TV shows magazine, article titles
15. I signed my name and dated my work.
16. I wrote on only one side of the paper.

(Source: RSVP handbook)

Studying/Preparing for Tests or end of the unit assessments

Before you can begin to prepare for a test, you must find out what the student already knows. Activating prior knowledge is an extremely important step in learning. It gives students something to which they can anchor their new knowledge. Discussion is important and helps anyone remember what has been read or heard.

The first step of test preparation is deciding the most important information to focus on and making predictions about what will be on the test. The second step is to develop study tools, such as flash cards or outlines, which can help organize the information to be learned. And, the third step is to practice, understand, rehearse and memorize the key ideas.

Help the student review their textbook, class notes, homework and reflect on lectures and discussions to decide what to study. Work together and make up a sample test with key information that you, their parents, or friends can quiz them on. To help the student make better predictions of what their teacher will expect of them, make arrangements to ask the teacher. Some teachers circulate review sheets when a test is announced.

Ask the student (or teacher) to see old tests so you can get an idea of test format and level of detail. By simply knowing, if the test will be true/false, fill in the blank, essay or something else, will give you a framework to begin.

Explain the material in a variety of ways, if needed, so that the students can understand the material on a multitude of levels. Include the techniques that make the material easier for you to understand. Discuss how the material is connected to previous and future information. Include interesting side notes about the subject. If your student seems unsure about something, make sure he/she explains the thoughts he/she has before you explain it. If the students' thoughts are totally off base or wrong, assure the student that it is okay, and the only way to know what is correct is to ask questions!

If the teacher will base the test on a chapter or unit in the textbook, the best place to start is with the chapter preview or review, which outlines the covered material. Then walk the student through the titles, headings and subheadings, graphics and illustrations, words in boldface type or italics, summary, and questions at the end of the chapter. As you do this chapter review with the student (5 minutes is probably plenty of time for this), you will be taking a quick, informal inventory of what your student knows and does not know. You can also pick up on what the teacher emphasized in class, and what causes the most problems for your student. Then you can make a plan with the student on how much and which parts of the chapter you will work on during your study session together. As you read through the different chapter sections together, take turns predicting questions and supplying the answers.

If you find that your student's class notes are less than neat, accurate, and complete, you may need to provide instruction in note taking. The student could use help deciding what to write, and how much is too much or too little. You can help by demonstrating effective note taking, so the student can see a model of what class notes should look like. You can also provide structured opportunities to practice note taking. One way is to use an audio or videotaped lecture, and as it is playing, sit beside your student and demonstrate how to take notes. No more than five minutes should be sufficient. Then, let the student have opportunities for guided practice. After your student begins making

progress in note taking, the two of you could work on developing a system for taking notes and organizing notes from each class. Then ask your student to bring the notes to tutoring sessions. If the student still has trouble with note taking (even after lots of coaching) ask the teacher if arrangements could be made to have class lectures audio taped or if a "study buddy" could be assigned to your student.

(Source: adapted from RSVP handbook)

Questioning

Questioning is the key to effective instruction.

- Ask direct and thought-provoking questions.
- Ask questions to help the student overcome obstacles. When the student is presented with challenges the solution is not always straightforward. If a student knows what kinds of questions to ask, the questions can help the child succeed.
- Explaining the information, strategies, etc. to someone else increases comprehension. Ask questions to make the student teach the material back to you.
- Frequently ask questions to help the student remember the information. Questions are a way to remind the student of the information learned.
- Encourage the student to ask questions to explain and clarify ideas.
- If the student asks you a broad question, ask the student a simpler and more specific question to get him/her on the right track to answering the question.

Working with more than 1 student at a time

This may be tricky, but it is not impossible. Think about where to position yourself, seated across from them, in between, or standing and moving. It will make a difference if they are working on the same assignments or different ones.

Don't discriminate because some students don't seem like they want help. Some students are too proud or shy to ask for help but they probably still need it. Be available to everyone.

If students are working on the same assignment and one of them has a question, ask if all of them would like to get help about the question. Another student may be able to answer the question, getting them to work together in gaining an understanding.

If a student's hand is raised and you are helping someone else, tell him or her that you will be there soon and they should move on until you

can get there. Give them a motivating question to think about until you get there, such as, "What have you tried already."

Try not to show favoritism to certain students. It is okay to help some students more than others; some will just want more help. Always check with all students to see if they need help.

(Source: adapted from the MYCAP handbook)

Community Agency Information

Urban League of Greater Madison

The mission of the Urban League of Greater Madison, Inc. is to improve the social and economic conditions of African Americans, other racial minorities, and the disadvantaged in our community. The National Urban League, headquartered in New York City, spearheads our nonprofit, nonpartisan, community-based movement. The Urban League movement carries out its mission at the local, state and national levels through direct services, advocacy, research, policy analysis, community mobilization, collaboration and communications. The Urban League pursues its' mission through efforts that address:

- Education & Youth: Ensuring that our children are well educated and equipped for economic self-reliance in the 21st century
- Economic Self -Sufficiency: Helping adults attain economic self-sufficiency through good jobs, homeownership, entrepreneurship and wealth accumulation
- Racial Inclusion and Community Advocacy: Ensuring our civil rights by eradicating all barriers to equal participation in the economic and social mainstream of America

For more information please contact:
Urban League of Greater Madison
(608) 729-1200

Retired & Senior Volunteer Program (RSVP)

RSVP of Dane County, Inc. is involved in a wide variety of intergenerational programs. The programs are designed to link generations. This is accomplished through recruitment of adults over the age of 55 who are interested in working with children and youth. RSVP recruits, screens, trains and places the adults in programs based on the volunteer's interests and time availability.

In regards to tutoring and after school programs, volunteers are sought to work in daytime tutoring or homework focused programs. You are needed to provide encouragement and assistance to a variety of students, working in small groups or one-on-one. Training is provided regularly. RSVP also has a lending library for tutors. It contains books and videotapes on a variety of subjects helpful to volunteers working with children and youth. The gift of time that a volunteer gives a struggling student has many rewards for the student as well as the volunteer.

For more information please contact:
Jan Karst, Community Connections Coordinator
(608) 441-7891 jkarst@rsvpdane.org

Centro Hispano

Centro Hispano of Dane County exists to empower Latinos to be full and active participants in the community and to promote and preserve knowledge of and pride in the Latino culture and heritage. To accomplish its mission, it shall:

- Advocate for increased and equitable opportunities for Latinos on issues directly affecting the Latino community.
- Provide direct client services in the areas of information and referral, employment and training, translation, housing assistance among other services.
- Focus on educational programming for youth to assure that they complete high school and are prepared to enter post secondary education/training and the community.
- Promote cultural awareness through community events and multicultural education and training.
- Develop active Latino community involvement in the mission of Centro Hispano.

For more information please contact:

Centro Hispano
(608) 255-3018

Gear Up

The Gear Up Program is a 5-year Federal Grant that started in September 1999. The main goal is to offer information and activities to low-income students to encourage them to go to college. The Madison office focuses on 288 middle and high school students in their targeted schools. Job shadowing, college campus visits, PreCollege summer programs, career awareness field trips and workshops, statewide student conferences with other Wisconsin Gear Up students, tutoring, counseling hours, financial aid information and much more is offered to the students.

For more information please contact:

Bonnie L. Dockry:
(715) 836-3469, bonnie.dockry@dpi.wi.gov

Big Brothers Big Sisters of Dane County

Big Brothers Big Sisters of Dane County has a new School Based Mentoring program called School Friends. The program concept is simple, but effective. A caring mentor meets with a student at school for an hour a week throughout the academic year. The meetings do not have to be academically focused. You may play games together, go to the computer lab, or just chat over lunch. A recent study showed that children with Big Brothers and Sisters in school achieve higher grades, develop higher levels of self-confidence, and trust their teachers more.

For more information please call:
Traft Street Site – (608) 257-2606

Allied Drive Family Center (608) 204-9722

www.bgcfdc.org

Madison School-Community Recreation (MSCR)

The mission of Madison School-Community Recreation is to enhance the quality of life for individuals in the Madison Metropolitan School District and for the community by providing recreation and enrichment opportunities year-round that are accessible to all MMSD residents.

Activities are offered year round in neighborhood schools, parks, and at the Hoyt Building. Brochures with detailed program information are mailed directly to all residents of the Madison Metropolitan School District. These brochures are mailed in March and August, can be found at local libraries throughout the year, and at the MSCR office at 3802 Regent Street, in the former Hoyt School Building.

MSCR offers activities through Youth Resource Centers located in various Madison middle schools. The Centers are located in school buildings, and provide after school, weekend and summer activities in a safe and drug-free environment. Activities may include after school clubs, computer training classes, math and reading tutoring, family activities, service projects, gardening, field trips and other activities when school is out. Goals of the Youth Resource Center are to:

1. Expand the level of educational and recreational programming and participation during non-school hours.
2. Maximize and focus on the use of existing community resources within the centers through collaborations.
3. Promote academic growth of adolescents, other students, and community residents, especially in the areas of math and reading.
4. Promote positive youth and adult development and direction within a drug and violence free environment.

For more information please contact :
MSCR @ mscr@madison.k12.wi.us

Boys & Girls Club of Dane Co.

The mission is to provide quality programs to enhance self-esteem and promote the academic, physical, and social development of youth ages 7 through 18. We provide positive alternatives in a safe environment through diversified programming, created to help young people develop into positive, productive, responsible and caring citizens. Each day programs and tutoring are offered to members focusing on literacy and math skills.

For more information please contact:
Stephanie Berto, Youth Manager, Taft Street Site

(608) 257- 2606, sberto@bgcdc.org

A.J. Kriha, Youth Manager, Allied Family Center

akriha@bgcdc.org (608) 204-9722

Oregon Youth Center

The Oregon Youth Center is in its 9th year of providing middle school-age youth with quality after school programming with support from the YMCA of Dane County. The youth center is a gathering place for youth in 5th through 8th grades after school and is run by the YMCA.

Diane Newlin

Youth Center Director/Manager

110 N. Oak Street

Oregon, WI 53575

608.835.0822

email:diane.newlin@mcadanecounty.org

The Youth Center is open Monday through Friday, 3:00 p.m. to 6:00 p.m.

Resources/References

Administrative Notebook for Middle School Mathematics, Piano Independent School District, Piano, TX.

An Action Plan To Be Used in Conjunction with the Elementary School Model for Multicultural Education, MMSD's Multicultural Study Committee
Bullying and Harassment: What Tutors Need to Know, Ron Lott, Staff and Organization Development, MMSD.

Families, Schools, Communities Learning Together School Volunteer Guide Spring 2000, Wisconsin Department of Public Instruction.

Frames of Mind, Theory of Multiple Intelligences. Howard Gardner. New York, 1985.

Guess Who's Coming to Work, Harold Hodgkinson, Northwest Regional Educational Laboratory, Portland, OR, 1990

Guidelines for the Tutor of Mathematics, The National Council Teachers of Mathematics, 2nd Edition, 2001.

How to Win the School Game, Pat Wyman, Parents Journal.

Learning Together School Volunteer Guide WI Dept of Public Instruction, Spring 2002.

Math Study Skills Program, National Council of Teachers of Mathematics.

Multiple Intelligence: A Different Approach To Learning, Diane Szymanski

MYCAP Tutor Handbook Sharon Derry's Ten Generalizations from Studies Expert and Novice Training, 1999.

Schools of Hope Middle School Tutor, Urban League's Volunteer Tutor Handbook.

RSVP Handbook, RSVP Dane County.

The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice, Mikel Hogan-Garcia, Wadsworth Publishing Co., 1999.

They are Counting on Us, California Mathematics Council, 1995.

Tips for Volunteers: Working With Middle School Students, RSVP of Dane County, Barbara Ryan & Shirley Hammond.

TRIBES, A New Way of Learning and Being Together, Jeanne Gibbs, Center Source Systems, 1995.

Tutor handbook, Project Bootstrap.

Tutor Manual, Minority Youth Career Awareness Program

Valuing Diversity: The Primary Years, Janet Brown McCracken, National Association for the Education of Young Children, 1993.

Additional Resources you may be interested in:

Connected Mathematics homepage, www.math.msu.edu/cmp/index.html.

Inspiring Active Learning, A Handbook for Teachers, Merrill Harmin, Association for Supervision and Curriculum Development, 1994.

Madison Metropolitan School District: <http://www.madison.k12.wi.us/>

Tools for Tutoring: Math Skills part 1 & 2, videotapes, Madison School District. Copies are available from your volunteer coordinator, middle school librarian or Madison's Central, Sequoya and Pinney branch libraries.

Tutor/Mentor Technology Partners: <http://groups.yahoo.com/group/tutormentortech.net>. This site is a meeting place where individuals, organizations, business and foundation partners and media can discuss creative uses of technology in tutor/mentor programs, and develop actions to make such technology available.