

GUIDE FOR TUTORING  
NORCO COLLEGE

Developed by ILA 1 Class  
Submitted: December 2012

## INTRODUCTION

Congratulations on becoming a part of Norco Tutorial Services. You are now a valuable part of our team. Your acceptance means that our faculty has seen in you the qualities that we consider essential in a committed peer tutor. In addition you should have completed ILA-1, or you will do so very soon. This training will help you fully understand your role in peer tutoring.

As a member of our team, we expect you to hold tutoring among the highest of your priorities. You are expected to model appropriate student behavior, such as punctuality, respect of others, and a commitment to academics wherever you are on campus, whether you are tutoring or not. Remember! You represent the district, the college, your academic department, your discipline and discipline faculty, and Norco Tutorial Services. We expect you to be professional.

You provide an important service to the students of Norco College and we look forward to working with you in the year ahead.

### Mission Statement (from LRC website)

**CURRENT:** Norco College Tutorial Services is dedicated to helping students reach their academic success.

**POTENTIAL:** The purpose of Tutorial Services is to help develop active learners and provide individual and group tutoring sessions to assist students with tackling challenging coursework. It is the goal of the tutor to assist students in developing the learning skills necessary to improve their knowledge of academic subject matter.

Norco College Tutorial Services  
Agreement to Protect Student's Privacy

Privacy of Student Data

Protection of the privacy of student information is an essential requirement of tutoring in this office. If it is determined that unlawful or unethical distribution of student information has occurred, you could be dismissed immediately.

Please sign the form below to indicate your agreement to keep students' information private. Give signed affidavit to Manager, Tutorial Services, Norco.

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Signature

Date

Under Federal Law: 20USC 1232g; Reg 34CFR Part 99

Information of a personal and academic nature is confidential and not to be discussed. If you have a question as to what you can say and what you should say, see the Director of Tutorial Services. When in doubt, say NOTHING!

Code of Ethics for Tutors

Certain behaviors are routinely expected of organizational employees, including student tutors at Norco College. These behaviors include, but are not limited to, the following:

- Remember that as a tutor, you represent the college, the discipline, the department, and Norco Tutorial Services even when you are not tutoring. How you conduct yourself outside of the Library Resource Center affects how students and faculty perceive Norco Tutorial Services and the college as a whole.
- If you feel that your efforts are not helping the tutee, please discuss the problem with the management of Tutorial Services after the session is over.
- Never discuss personal traits of the tutee during the session.

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By signing the Code of Ethics for Tutors at Norco College, I hereby agree to act professionally during my tenure as a student tutor. Furthermore, I hereby acknowledge that failure to comply with this code may result in termination of employment, denial of future employment, and/or disciplinary action by the college.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Do's and Don'ts for Tutors

### Do's:

Do empathize when you can but recognize that you are not a counselor. Be aware of support services available on campus to which the student may be referred. (See "Student Services, Departments, and Programs," page 7.)

Do set a goal and remain focused on the goal.

Do be sensitive to personal and cultural differences.

Do respect privacy.

Do be encouraging, patient, friendly and professional.

### Don'ts:

Don't talk about professors, other tutors, or other students by name.

Don't use information you can access for personal aggrandizement.

Don't do a student's assignment for him/her.

Don't judge the student's work by indicating the grade you think it deserves.

Don't judge a student, the quality of their work nor their study habits (i.e., procrastinating).

Don't use organizational resources, including cash, the copy machine, computers, supplies, postage, or long distance charges; these are not for personal use.

Don't access organizational records without specific authorization from Director of Tutorial Services.

Don't complete personal work during hours of employment unless assigned tasks have been completed or unless specific authorization has been given.

Don't be afraid to tell a student that you don't know the answer to a question, but do follow up on finding an answer and get back to them or suggest where the answer could be found.

## The Tutoring Session-- Relax! You are prepared!

### Starting the Session:

- Introduce myself
- Make student feel comfortable (Treat student as if s/he is a guest in my home.)
- Are there records of the tutee?
- Ask the tutee about previous visits.
- Let the tutee establish the goal(s) for the session.
- Explain the time limit; let the tutee decide what to work on first.
- What could I do to listen to the tutee and understand what needs the tutee has in learning?
- Ask about the resources the tutee has brought with her/him to the session. If other resources are needed, make sure tutee makes a list of what to bring next time.
- If necessary, Explain how things work in Tutorial Services. If it is the student's first visit to Tutorial Services, tell her/him how things work so s/he will know what to expect. Explain your role and show the tutee how to sign in.

### During the Session:

- Listen attentively when the tutee talks about something aside from the tutoring session. Informal talk may be a necessary preliminary to a fruitful session. Small talk may often contain important information about details that are complicating the student's work (i.e. missed classes, inadequate sleep, campus activities).
- Ask questions relating to how the student feels about the course/assignment. What does he/she feel makes it difficult?  
Active Learning (see page 8 for more on Active Learning)
- Do I know how to identify an active learner?
- How do I determine if the tutee is an active learner? What will be my strategies be for working with an active learner?
- What will I do to help to help the student become an active learner if s/he is not one already?  
Other Strategies
- What things should I avoid doing if the student makes a mistake?
- What are some possible questions I might ask to assess the student's skills toward s learning the new subject matter, and gain student's current level of understanding?
- How should I proceed to cover a topic the student has difficulty with?
- Remember to let the tutee know s/he has done well; Be supportive!
- The tutor should remember that he or she is only a peer of the tutee rather than a "purveyor of all knowledge."
- The tutor should be very careful that he or she does not simply give answers to the tutee to ensure the tutor is learning.

### Ending the Session

- Summarize what has taken place in the session.
- Discuss what the next assignment is. Review the assignment and discuss how to integrate skills.
- Schedule another appointment, if necessary;
- Complete the self-evaluation (p. 9).

Here is the Students Services information sheet if you to provide information to a tutee. However, do not counsel any tutees.

## STUDENT SERVICES, DEPARTMENTS, & PROGRAMS

### **Admissions and Records (951) 372-7003**

Assists students with enrollment needs including: application/registration procedures, courses add and drop, student fees, and requesting student parking permits.

### **Assessment Center (951) 372-7156**

The assessment test will identify student's skill level in order to ensure enrollment in the proper reading, writing, and math classes.

### **Bookstore (951) 372-7085**

Purchase textbooks, classroom supplies, beverages, snacks, novelty items, and more.

### **CalWORKs (951) 372-7052**

Promotes sufficiency through employment and education.

### **Career & Job Placement (951) 372-7147**

Assists students with resources to explore career options and identify job opportunities on- and off-campus as they complete their educational goal.

### **Counseling (951) 372-7101**

Offers assistance in the development of student educational plans, transfer requirements, and graduation requirements.

### **Disability Resource Center (951) 372-7070**

Provides a variety of services and accommodations to support the academic and vocational goals of students with a documented disability.

### **Extended Opportunity Programs & Services (951) 372-7128**

EOPS and Cooperative Agencies Resources for Education (CARE) advance educational opportunities for students by providing high quality services.

### **Health and Wellness Center (951) 372-7046**

Provides confidential and caring services for students in achieving and maintaining optimum physical, mental, and emotional health.

### **Outreach Services (951) 372-7052**

Is committed to serving, educating, and developing our community. Outreach empowers students to achieve their academic and career goals by guiding them through the college process.

### **Student Activities (951) 372-7007**

Offers a variety of co-curricular programs designed to provide students with an opportunity to apply what is learned in the classroom to real life settings. Students will develop skills in a variety of areas. Get involved!

### **Student Employment (951) 372-7190**

Connects students with opportunities to gain work experience and earn additional funding through part-time employment under the Federal Work Study program, District Employment program, or CalWORKs Work Study program.

### **Student Financial Services (951) 372-7009**

Assists students with applications for Federal Pell Grants, Federal Supplementary Educational Opportunity Grants, Cal Grants, Board of Governors Waivers, scholarships, and loans. All students are encouraged to apply for financial aid.

### **Student Support Services (951) 372-7149**

Designed to increase retention and graduation rates of first generation, low-income, or disabled students transferring to a four-year college.

### **Transfer Center (951) 372-7043**

Offers transfer resources including: transfer application assistance, workshops, spring and fall fairs, and transfer advisement with admissions counselors from four-year universities.

### **Veterans Services (951) 372-7142**

VA certifying officials provide individualized assistance to veterans, from obtaining appropriate education benefits to certification. Additional services include counseling referrals and course enrollment.

## Information on Active Learning and Learners

Active learners tend to be

- Self-directed – Brings appropriate supplies to a tutoring session;
- Self-motivated – Knowledgeable of their own capabilities and should be prepared to keep trying should they fail;
- Independent of the teacher – Studying regularly and understanding that his/her success in education is his/her own responsibility;
- Should know which methods of learning suit themselves best: writer, visual, auditory, or kinesthetic;
- Generally take the initiative to understand and remember difficult content;
- Tend to ask questions, take initiative, interact, and organize him or herself in order to succeed in education;
- Additional control over the tutoring session should be granted to the tutee.
- Don't feel the need to assume control over a tutoring session if the tutee is guiding the learning.



**TUTORING SESSION SUMMARY & SELF-EVALUATION**  
**Norco College**

Date: \_\_\_\_\_ Tutor: \_\_\_\_\_

Tutee: \_\_\_\_\_ Subject/Instructor: \_\_\_\_\_

**Using the guideline on page 6, provide a brief summary of the session and discuss how to improve.**

Summary of the session:

Recommended steps to improve: