

Activity Ideas from the Field: Tutor Program

CONTACT: Suzanne Maguire, GEAR UP Coordinator, LCHS, Spokane		ACTIVITY NAME: LCHS Tutor Program
<p>AUDIENCE:</p> <input checked="" type="checkbox"/> All Students <input type="checkbox"/> All GU Students <input type="checkbox"/> DREAMers <input type="checkbox"/> English Language Learners <input type="checkbox"/> Families <input type="checkbox"/> First Generation Youth <input type="checkbox"/> Rural Schools <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Underrepresented Minorities <input type="checkbox"/> Youth Experiencing Homelessness <input type="checkbox"/> Youth In Foster Care <input type="checkbox"/> Other: _____ <p>GRADE LEVEL: 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other: _____</p> <p>SERVICE TYPE:</p> <input type="checkbox"/> College Applications <input type="checkbox"/> College Goal Washington <input type="checkbox"/> College Visits <input type="checkbox"/> Comprehensive Mentoring <input type="checkbox"/> Counseling & Advising <input type="checkbox"/> Educational Field Trips <input type="checkbox"/> Family Events <input type="checkbox"/> Financial Aid & Financial Literacy <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Rigorous Academic Curriculum <input type="checkbox"/> Student & Family Orientation <input type="checkbox"/> Summer Programs <input type="checkbox"/> Tests & Test Preparation Workshop <input checked="" type="checkbox"/> Tutoring & Homework Assistance	<p>THEME:</p> <input type="checkbox"/> Advisories <input type="checkbox"/> Attendance <input type="checkbox"/> Career Exploration <input type="checkbox"/> CCSS <input type="checkbox"/> Collective Impact <input type="checkbox"/> College Bound Scholarship <input type="checkbox"/> College match/selection <input type="checkbox"/> College-Going Culture <input type="checkbox"/> Community College <input type="checkbox"/> Credit Retrieval <input type="checkbox"/> Dropout Prevention/ Reengagement <input type="checkbox"/> Early Warning Systems <input type="checkbox"/> Equity <input type="checkbox"/> Essays <input type="checkbox"/> Family engagement <input type="checkbox"/> Games <input type="checkbox"/> Graduation Requirements <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Health/Wellness <input checked="" type="checkbox"/> Leadership for college readiness <input type="checkbox"/> Partnerships <input type="checkbox"/> Scholarships <input type="checkbox"/> Social & Emotional Learning <input type="checkbox"/> STEM <input type="checkbox"/> Supporting undocumented students <input checked="" type="checkbox"/> Test preparation <input type="checkbox"/> Transitions <input type="checkbox"/> Using data and evaluation <input type="checkbox"/> Working in rural schools Other: <u>Academic Support</u>	<p>GOAL: To create a sustainable Peer-Tutoring Program serving current GEAR UP students who can then step in as Juniors to be tutors as well.</p> <p>ACTIVITY OVERVIEW: Recruitment, training and scheduling of tutors as well as building the Academic Success Center attendance.</p> <p>PREP TIME: Planning for training, Meeting with teachers/counselors & admin team.</p> <p>MATERIALS NEEDED: Match forms for all tutors, Celly, Nametags, Goals poster, business cards</p> <p>COST: \$26.54 for business cards, \$13 for posters, No cost for Celly use, misc. charges for copies</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1. Approval given by principal to create tutoring program. 2. Meetings with counselors to get input on choosing potential tutors. 3. Created tutor application forms and advertised through announcements as well as weekly Seminar classes. Asked for recommendations from teachers. 4. Screened tutor applications and received final approval through counselors. 5. Set up training meetings during weekly PAWS/study time. 6. Intervention teacher (Blaine Denton) created schedule of which tutors would be in tutoring center when. (We ended up abandoning this idea.) 7. Ongoing training once a month to check for trouble spots, etc. 8. Weekly tutor presence in PAWS. 9. Build platform whereby our GEAR UP students can benefit as tutors and tutees.



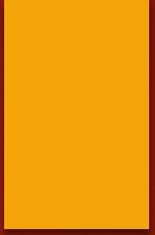
Activity Ideas from the field

LEWIS & CLARK HIGH SCHOOL – TUTORING PROGRAM

LC's New Intervention



Sustainable Steps



- ▶ Changing Culture – reaching ALL students not just failing students
- ▶ Location, Location, Location
- ▶ Audience
- ▶ Groundwork for GEAR UP participation

Changing Culture

- ▶ Promoting peer tutoring to encourage participation at every level
- ▶ Communicating value to student tutors and tutees
- ▶ Ongoing communication with teachers

Location, Location, Location

- ▶ To better model life on college campuses, the Academic Success Center is housed in the school library.



Audience

- ▶ 9th & 10th graders
- ▶ Hoping to establish necessity for ALL students who want to improve
- ▶ Messaging around open to ALL students
- ▶ Peer influence to help change climate



LC Tutors

Average participation is 25 tutors



LCHS TUTOR PROGRAM

Name:

Congratulations! You have been nominated by one of your teachers to be a peer tutor. This is a great opportunity for you to make a difference in the lives of your peers and it will serve as a way to enhance your candidacy for college admissions and potential employers. Being a peer tutor means that you will develop interpersonal, organizational, evaluative and time management skills, and demonstrate your commitment and ability to work with various age groups. Because this is new, you will be involved in piloting a program that will leave a lasting legacy at your school. Becoming a peer tutor will also earn you a letter of recommendation from your principal, and the opportunity to receive help on how to best include this experience in your resume/college applications.

What is required? If you are a new tutor, there are two required trainings. At least one training option will be during PAWS. Set training dates/times will be communicated soon. You will be asked to commit at least one (though you can always do more) lunch period or after school session per week to work with an assigned student. There will be a form that gives you helpful information about that student and there will be an evaluation piece as well for you and your tutee. Please let us know if you have any questions.

Please type or handwrite your responses to the following and return to Mr. Denton or Mrs. Maguire in Rm 228. Feel free to use the back of this sheet as needed.

- 1.) **Describe your academic strengths.**
- 2.) **Please include any special skills with computer programs like Word, Excel, Powerpoint or others that could be helpful in working with a less experienced student.**
- 3.) **If you are involved in any extracurricular activities, please explain roles and responsibilities you have with that activity or organization.**
- 4.) **What days are you available?**

What times are you available? Lunch/Afterschool?

Tutor Recruiting

- ▶ Requirements:
 - ▶ 11th or 12th grade – 3.0 minimum GPA
 - ▶ Application requirement
 - ▶ Counselor approval

Tutor Training

- ▶ Weekly PAWS time (30 minutes)
 - ▶ Explained Match forms
 - ▶ Discussed culture and promotion
 - ▶ Assigned classes to attend each week
 - ▶ Once a month check in
 - ▶ Celly communication

We use Celly for text communication



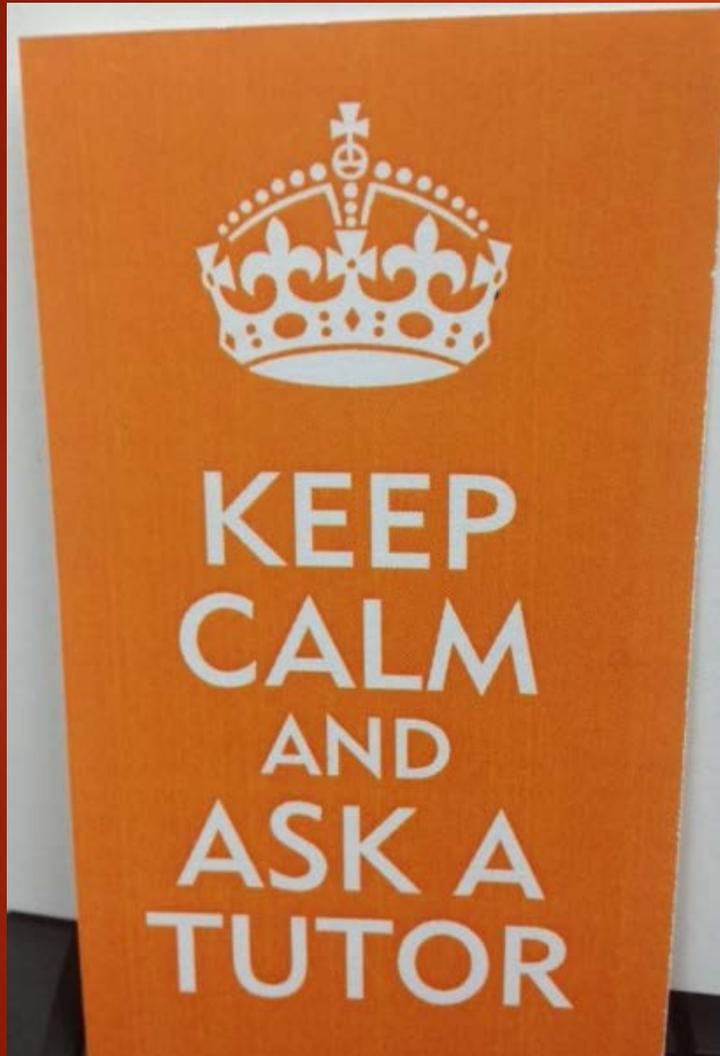
Connect Your School

Join hands with parents, teachers, and your community to create a more authentic learning environment for students.

Sign Up Now



Tutor Business Cards



Groundwork for GEAR UP

By starting the pilot program this year, we have opened the door for our GEAR UP students to move into tutor roles.

