

Flood Tutoring Handbook

2009 – 2010

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2009-2010 Academic Year

Dear Tutor,

On behalf of the Office of Volunteer Services and the Education Department at King's College, I welcome you to the Flood Tutoring Program. The Flood Tutoring Program provides an excellent service learning experience for education majors through which you can put theory into practice. Likewise, the program presents a most rewarding opportunity for volunteers who want to be involved in a meaningful way in our local community here in Wilkes-Barre. So, again, welcome!

Our program at Daniel Flood Elementary School is beginning its 9th year with the start of this academic year. What started as a small volunteer program to assist with translation services soon became a tutoring and extra-help program here on campus. As the need increased due to the growing Hispanic community in our city, the program was moved to the school itself, and it took on a more professional approach under the guidance of King's Education Department. Today, the Flood Tutoring Program is a major professional commitment of King's College involving approximately 60 education majors and volunteers.

Our starting and ending dates for this year are the following:

- Fall semester: start Tuesday, September 22; end Thursday, December 10
- Spring semester: start Tuesday, January 26; end Tuesday, May 4

We look forward to being with you at Daniel Flood Elementary School on your assigned day for tutoring. We want to be of assistance to you as you take on this important work. The assistance that you will give your students, as well as your encouraging and positive attitude, will have a big impact on their lives. By helping them to strengthen their skills and to improve their academic performance, you will be setting the stage for future success by helping them to overcome obstacles that often lead to dropping out.

As we begin this new year of tutoring I would like to thank you for the work that you will be doing. Without you, this program would not be a success.

Sincerely,

Brother George C. Schmitz, CSC
Coordinator of After-School Partnerships

Avé Moran
OVS
Community Outreach Coordinator

Procedures for Tutoring Sessions, Student Dismissal, Protocol, School Closings, and Tutor Absences, Dress Code

Tutoring Sessions: 3:00 p.m. to 5:00 p.m. at Daniel Flood Elementary School (see p. 7/8).

3:00 – 3:15: Arrival, attendance and snacks

3:20 – 4:20: Time devoted to homework help, reading, computer learning games (you will be assigned to the computer lab at Flood by classes.)

4:30 to dismissal: Various games and puzzles are available for your use.

Student Dismissal:

Students must be signed out by their parent or guardian before leaving Dan Flood Elementary School. Parents are advised to meet their child no later than 5:00 pm. In our experience, parents start to arrive around 4:30. Students will remain in the multi-purpose room with their tutor until their name is called for dismissal by the coordinator or the student helper. If a parent is late, the student and tutor are to remain in the multi-purpose room unless otherwise instructed by the coordinator.

Protocol:

- Tutees will address tutors as Mr., Ms, or Miss
- Tutors will monitor tutees behavior. Bullying, foul language, shouting and running in the room are not acceptable. Tutors will correct tutees when they break these rules and will report repeat violations to the coordinators.

Reports: Tutors will prepare a report at the end of each session. This can be done at Daniel Flood Elementary School or on the Flood Tutoring sharepoint site.

School Closings:

In the event that school is closed due to inclement weather, or that there is an early dismissal that is not in the WBASD school calendar, the tutoring session will be cancelled for that day. (In this handbook on pages 7 you will find the WBASD calendar for the year.)

For weather closings please tune into any local TV or radio station
TV Channels: 16 WNEP, 22 WYOU, 28 WBRE
Radio Stations: 98.5 WKRZ, 97.1 WBHT

If we become aware of a school closing or an unannounced early dismissal, we will post a notice on Communi-K and we will send you an e-mail alert.

Tutor Absence:

A tutor who is enrolled in any of the education courses that require participation in the Flood tutoring program will notify his/her instructor and one of the coordinators if he/she is unable to attend a tutoring session. Please send the notification **no later than noon** on the day of tutoring. The notification should be sent via e-mail or phone. Volunteers and others who are not enrolled in an education course will notify the coordinator.

Contact information for co-ordinators:

Br. George Schmitz, CSC Office: (570)208-8021 georgeschmitz@kings.edu
Ave Moran Office: (570) 208-5900 ext. 5394 avemoran@kings.edu

Dress Code

Tutors are expected to dress professionally.

Males: dress-casual slacks, shirt, tie (no denim) (Please try to avoid solid royal blue, black or red shirts.)

Females: dress-casual slacks, skirts, blouses (no denim)

The Wilkes-Barre area School District has adopted a new dress code for students. Flood Elementary School students will be following the dress code and will be required to abide by it during the after-school program. Please be attentive to the following articles of clothing that are deemed inappropriate by the District and bring any observations/concerns that you have to one of the coordinators.

- Hats or headwear worn in school, except for religious in nature
- Undershirts or under shorts worn as outer garments
- Revealing tank tops, muscle shirts
- Clothing, jewelry, buttons, patches, or any other item with a message or picture that:
 - Is obscene
 - Promotes drinking, smoking, substance abuse

- Is derogatory to any racial, ethnic, or religious group
 - Has a double meaning
 - Depicts violent act
- See-through blouses and shirts, including mesh shirts
- Half blouses and shirts, including mesh shirts
- Short skirts/ shorts (they should be at or past fingertips when arms are placed at side)
- Beach footwear such as aqua shoes, flip flops, etc.
- Visible undergarments
- Gang related attire such as articles of clothing or head wear
- Clothing, including baggy pants, that ride below the waistline, exposing undergarments
- Chains that are attached to wallets, belts, etc. that could be considered as or used as weapon
- Excessively torn or revealing clothing
- Jewelry that distracts the educational process or is a health/safety issue
- The only approved piercing is piercing of the ears

Wilkes-Barre Area School District/King' College

Academic Calendar

Items in boldface print indicate NO TUTORING SESSION

August 31, 2009.....	In-Service Day
September 1, 2009	Staff Preparation Day
September 2, 2009.....	First Student Day
September 4, 7, 2009.....	School closed (Labor Day Weekend)
September 15 and 17, 2009.....	King's Orientation at Flood Elementary
October 12, 2009.....	Columbus Day
October 15, 2009 (Thursday).....	King's Fall Break
November 11, 2009	Veteran's Day
November 24, 2009 (Tuesday).....	No tutoring →Thanksgiving Week
November 26, 27, 30 2009.....	Thanksgiving Vacation
December 3, 2009.....	Last regular tutoring session
December 8, 2009	King's/Flood Christmas Party
December 24, 25, 28, 29, 30, 31, 2009, January 1, 2010.....	Christmas Vacation
January 4, 2010	Schools Open
January 18, 2010	Martin Luther King Day
January 26 and 28, 2010.....	Second Semester Orientation at Flood
January 27, 2010	Second Semester Begins
February 12, 2010	In-Service Day
February 15, 2010	President's Day
March 9 and 11, 2010.....	King's Spring Break
April 1, 2, 2010	Easter Vacation
April 29, 2010.....	Last regular tutoring session
May 3, 2010.....	End-of-year party at Flood

Daniel J. Flood Elementary

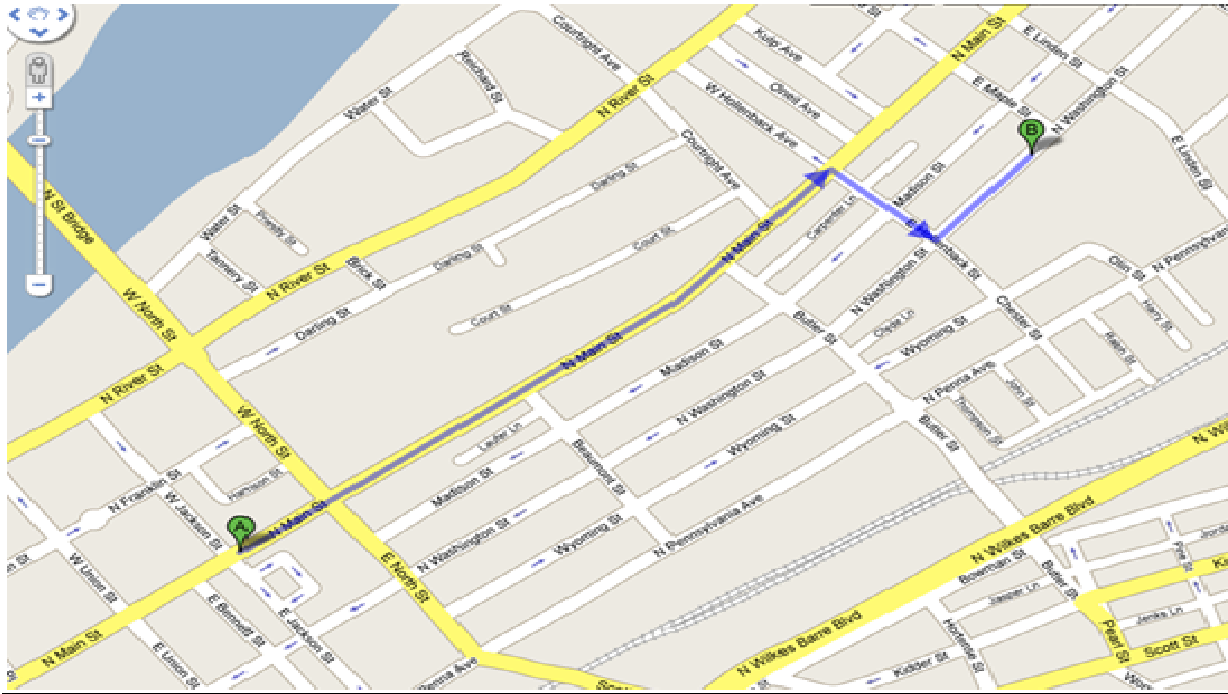
Principal: Marlena Nockley

Instructional Support Services: Diane Grochowski

565 North Washington Street Wilkes-Barre, Pennsylvania 18705

570-826-7245

Directions:



Take Main Street north (for approximately ½ mile)

Make a right onto E. Hollenback Ave.

Flood Elementary is at the intersection of E. Hollenback and Washington (about two blocks from Main.)

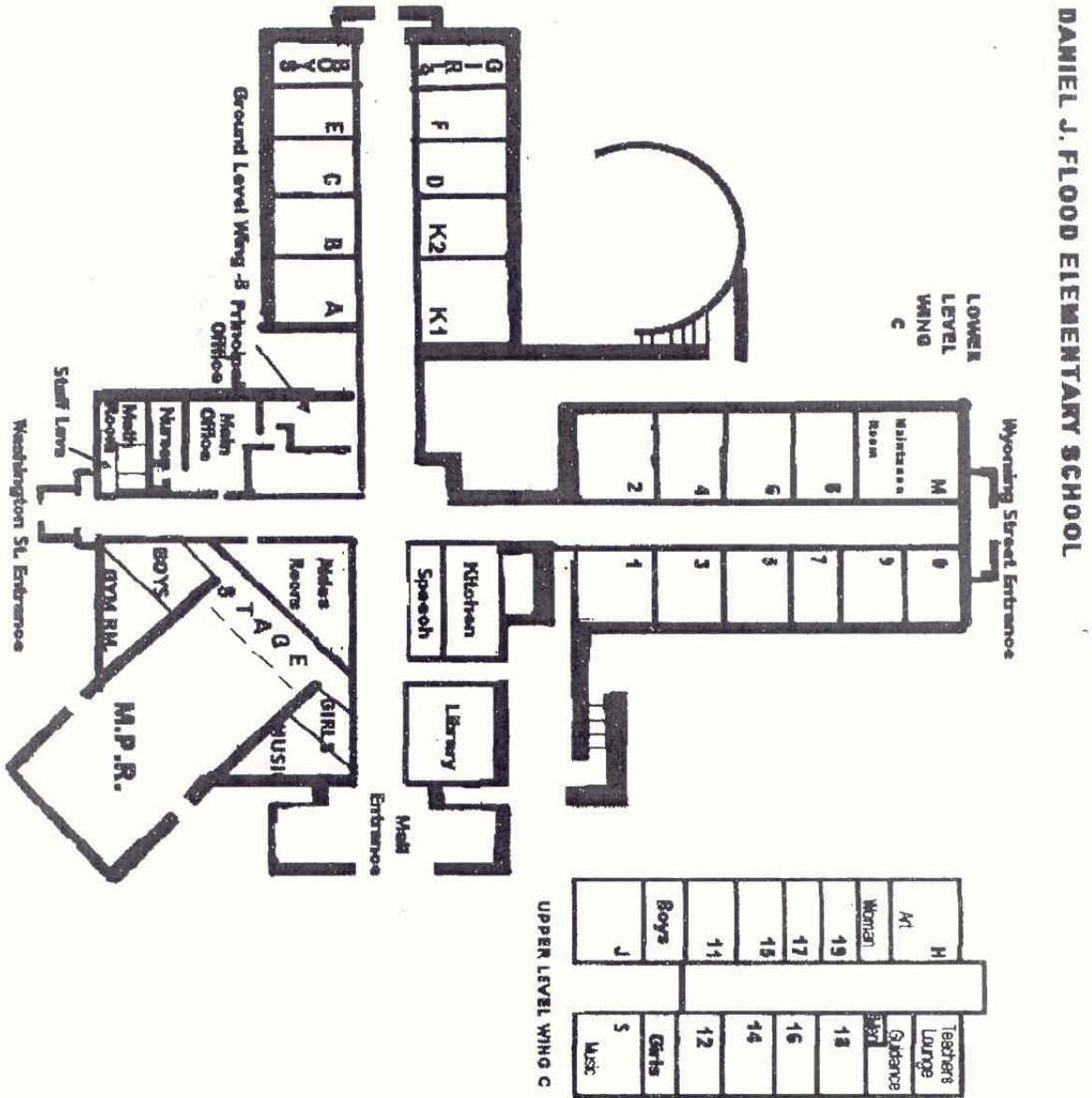
There is a parking lot next to the school on the lower level. Proceed on Hollenback to Wyoming Ave., turn left and enter the parking lot.

Please enter the school through the Washington Street entrance.

Note that there is parking on Washington Street next to the playground. The residential section of Washington Street is by permit parking only.

Daniel J. Flood Elementary School

Floor Plan



The Role of Tutors

From the U.S. Department of Education, American Reads Program website:

Tutors can play a very important role in a student's academic success. Many of America's school children can benefit from additional learning time and personal attention. You can help make a difference in a child's life.

- Tutoring can increase mastery of academic skills, raise self-esteem and self confidence, improve students' attitudes towards school, and provide emotional support and positive role models.
- Tutoring is the collaboration between tutor and student, not a "pouring" of knowledge from one person to another.
- Tutoring sessions should include conceptual learning rather than merely the completion of homework and class assignments.

Confidentiality. Parents of Flood students who participate in our after-school tutoring program sign an authorization to share their child's grades and test scores with us, inform us of health problems and allergies of their children, and give their consent to photograph (or not to photograph) their children. We will share with you the end-of-year report card of your tutee.

Anything that you encounter during tutoring should remain confidential. If you have a concern, please address it with the tutoring coordinators who will share it with school personnel where appropriate.

What follows is adapted from The Fresno READS Program

<http://www.csufresno.edu/scs/reads/tutortips.html>

The key to the Flood Tutoring Program is you, the tutor. The true value of the program is the personal relationship that grows between the child and the tutor.

The most important single characteristic you need as a tutor is a real caring for young people. This feeling must be genuine. Here are a few tips to help you develop that special rapport with your student.

- Learn to look at each student individually, and value the student for what he/she is.
- As a mentor, your first aim is to help the student see himself/herself as one who CAN learn and WANTS to learn.
- Set your sights high for the student and he/she will respond. Have confidence that the student can learn. "High or low expectations can create a self-fulfilling prophecy. Students must believe that they *can* achieve before they will risk trying; and young people are very astute at sensing whether their teachers believe they can be successful." (Cole, 1995, p. 10).
- Explore ways to set up the kind of rapport that is needed to spark learning. The personal interest that you show in the student may be the catalyst that makes him/her recognize his/her own worth and his/her ability to achieve.

- One way to show interest is to listen to what the student has to say - ask for his/her opinion.
- When you talk, talk naturally. Think of working WITH the student rather than talking at the student.
- Let your student know that it is all right to make mistakes, that everybody makes mistakes, and that is one way to learn.
- Help the student know that it is all right not to know something and that there are some things that you do not know.

The power of the tutor-tutee process is that it uses repetition and immediate feedback. It sets the student up for success. By allowing you to invest personal time in the student, it helps you demonstrate your beliefs in action.

Tell them. Statistics show that children remember 20 percent of what they hear.

Show them. Children remember 50 percent of what they see.

Have them show back. Seventy to 90 percent of children retain what they experience by doing.

Social/Behavioral Topics

Off to a Good Start

- find out about their interests, hobbies, favorite sports, collections, favorite school activities, etc.; find out about things in which the child excels
- let the children talk about themselves-be a good listener
- smile, be friendly, ask them about their day, laugh, show kindness and concern
- set a positive tone for the session-be positive and enthusiastic
- model appropriate language and behavior-be a good role model for them
- sit at their eye level; proximity
- set clear expectations for behavior

Motivation and Other Social/Emotional Issues

- keep it exciting; when reading stories, use lots of expression; be animated and change your tone of voice
- use hand-on activities-math manipulative, letter tiles, etc.
- for children who may experience anxiety...
 - let them know what you'll be working on in the tutoring session; what are the goals of the session?
 - give children adequate time to finish the task; don't rush them
 - don't correct every reading mistake
- don't allow put-downs if working with small groups of children

Positive Recognition

One form of discipline can be positive recognition. The general classroom rules are the first part of a discipline plan. The second part of a discipline plan, positive recognition, will help motivate students to follow these rules.

Positive recognition is the sincere and meaningful attention you give a student for behaving according to your expectations.

Positive recognition is a powerful motivator for elementary-age students. Consistently used, positive recognition will:

- Encourage the students to behave appropriately
- Increase the student's self-esteem
- Dramatically reduce problem behaviors
- Create a positive classroom climate for you and the students
- Help you teach behavior and establish positive relationships with the students.

There are several ways positive recognition may be used in the classroom setting. Some of these ways are by praise, positive notes, special privileges, behavior rewards, and tangible rewards.

Praise

You know that elementary-age students enjoy receiving positive recognition from their teachers and will equally enjoy receiving positive recognition from their tutors and coaches as well. An award, sticker or special treat is always welcomed and appreciated. **But did you know that the most meaningful effective means of positive recognition you can give are your own words of praise?** When you take the time to say something positive about a student's achievement, you are making a statement that will have a long lasting impact. You are saying, "I care about you. I notice the good work you are doing and I'm proud of you."

****Praise should be your #1 choice in positive recognition. ****

Effective Praise

To make the praise you give as effective as possible, keep these guidelines in mind:

***Effective praise is personal.**

Maximize the impact of praise by including the student's name in your comments.

***Effective praise must be genuine.**

Children recognize sincere words when they hear them. Make sure your words of praise genuinely reflect your own feelings of pride in a student's accomplishments.

***Effective praise is descriptive and specific.**

Praise will be most effective when it refers to something specific the student has accomplished. "I am so proud of the way you helped your friend read today, Samantha," sounds much more meaningful than, "Great job Samantha".

Problem Solving for Different Behaviors

From *Special Kids Problem Solver: Ready-to-Use Interventions for Helping All Students with Academic, Behavioral, & Physical Problems*, Kenneth Shore, Psy.D., 1998.

The ESL Student:

- Pronounce the student's name correctly.
- Show respect for cultural differences. In some cultures it is a sign of disrespect for students to speak directly to adults or look them in the eyes.
- Speak in a normal manner. Students not only model vocabulary, but the way you speak. If you talk in an exaggerated manner the student may also do the same.
- Use body language to teach verbal concepts.
- Read aloud to the student as often as possible.

Addressing Math Concerns:

- Be aware of the messages you convey to students about math. If you are anxious about the subject, be sure not to convey this to the students.
- Be calm and patient.
- Create a relaxed climate in which the student feels free to ask questions.
- Promote the student's confidence. Praise their successes and highlight what they have done well.
- Reassure the student that math mistakes are normal and can even be helpful.
- Use concrete objects to foster understanding.
- Make math relevant. Demonstrate for students how the skills they are learning are used in everyday life.
- Summarize and review math lessons frequently. Reviewing material is critical in math because advanced skills often require the mastery of previously learned skills.
- Make math interactive / creative.

Web Sites

Please familiarize yourself with these websites and use them when your class is assigned to the computer room.

www.Edhelper.com	Educational games and lessons for all subjects
www.Geocities.com/enchantedforest/dell/5232	Educational activity sheets
www.tlsbooks.com/preschoolworksheets.htm	Multi-subject educational worksheets
www.gamequarium.com	Educational videos and games for all ages
http://www.gamequarium.com/languagearts.htm	Literacy and Language Arts website
www.Rhlschool.com	English & Math worksheets
www.Schoolexpress.com	Fun worksheets and games
www.geocities.com/EnchantedForest/Tower/1217/stures.html	Grammar and lit resources
www.internet4classrooms.com	K-8; multiple_skills; lists learning objectives

Special for 5th and 6th grade Math:

<http://www.mathplayground.com/mathatthemall2.html>

You will be able to select a character and take them shopping. You will be able to use the money given to you to buy items at the mall. See how well you manage your money.

<http://www.harcourtschool.com/activity/mult/mult.html>

Help by filling in the multiplication table. You will be given the number and you will have to place it in the correct spot in the table.

http://www.mathplayground.com/spaceracer_multiplication.html

Multiplication game where you must avoid the asteroids before your ship explodes. Help by plugging in the correct answer to steer them away from the asteroids.