



*Boston University Initiative for Literacy Development*

# Lead Tutor Manual

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are needed to see this picture.

## **BUILD Mission Statement**

BUILD's mission is to provide elementary school students with more opportunities to be engaged in literacy development through tutoring and literacy-enhancing activities, while providing a meaningful tutoring experience for University students working in public schools and community centers.

## **Role of Lead Tutor**

The Boston University Initiative for Literacy Development (BUILD) supports schools and programs that provide instruction and assistance in the development of literacy skills for elementary school children. The lead tutor moves the BUILD agenda forward by:

- serving as a liaison between the BUILD office and the tutoring site;
- supervising a tutoring team of Boston University students;
- assisting in the implementation and monitoring of literacy activities at the tutoring site;
- helping to resolve issues when goals are not being met;
- assuring that tutors are engaged in literacy activities;
- submitting tutor timesheets; and
- documenting the activities of BUILD tutors at the site.

Program coordinators will assist the lead tutor by conducting training activities, holding frequent meetings, and through e-mail communication.

This manual is a reference for you to use. It includes important material that you will use during the year.

## **Guidelines for BUILD Tutors**

- 1) Tutoring activities will complement the academic goals of the school or program in which tutors work.
- 2) BUILD will work in partnership with school and after-school program personnel to design and deliver appropriate tutoring.
- 3) Tutors will receive an orientation specific to their sites.
- 4) A lead tutor at each site will supervise tutors. Lead tutors will organize work schedules and ensure that the work addresses tutoring goals.
- 5) Tutors will adhere to the rules and regulations of their sites as well as to BUILD policies.
- 6) Tutor services are site-based; tasks and responsibilities will be detailed by the lead tutor and by the site coordinator.
- 7) Tutors will not meet with children outside the designated site.
- 8) Tutors will respect the confidentiality of the children with whom they work.
- 9) Tutors are required to report suspected abuse or neglect according to the site policy.

# **Job Descriptions**

## **Lead Tutors**

### Responsibilities include:

- 1) Tutoring preschool to fifth-grade children in reading
- 2) Working on site at least twice weekly for a minimum of 6 hours per week
- 3) Supervising tutors at assigned site
- 4) Planning and implementing literacy activities
- 5) Creating and publishing a BUILD site schedule each semester
- 6) Verifying and signing tutor time sheets weekly
- 7) Submitting weekly reports summarizing site activities
- 8) Participating in conferences with classroom teachers and/or site coordinators
- 9) Serving as liaison between site contact and BUILD program coordinators
- 10) Organizing and facilitating regular planning and debriefing sessions with tutors
- 11) Assessing tutor training needs
- 12) Attending all lead tutor meetings and BUILD training sessions
- 13) Preparing end-of-semester evaluations
- 14) Preparing end-of-year evaluations
- 15) Traveling to and from site

## **Tutors**

### Responsibilities include:

- 1) Tutoring preschool to fifth-grade children in reading
- 2) Tutoring at least twice weekly for a minimum of 6 hours per week
- 3) Participating in conferences with classroom teachers and/or site coordinators
- 4) Attending all planning and debriefing sessions
- 5) Attending all BUILD meetings and training sessions
- 6) Traveling to and from site

## **Lead Tutor Site Orientation**

After lead tutor training, lead tutors must make an initial site visit to meet with site coordinators and become familiar with site policies. This meeting should take place in the week following lead tutor training.

## **Tutor Orientation to the Site**

After tutor training, lead tutors are responsible for orienting tutors to their site. In September, this should be accomplished as a group activity before tutoring begins. If new tutors are assigned to the site during the school year, they will need this information as well. The orientation should address the following issues:

- 1) Introduce the site's staff
- 2) Tour the facility
- 3) Provide an overview of resources available for the tutors
- 4) Review site logistics: procedures for entering the building, signing in, who is in charge, site schedule, location of BUILD's materials
- 5) Introduce the literacy model: site's literacy philosophy, lesson plans, and literacy activities
- 6) Review BUILD logistics: time sheet submission, tutor schedules, attendance policy, schedule for planning and development meetings
- 7) Site policies and procedures: site rules regarding emergency procedures, fire exits, injuries, broken or missing equipment, procedure for mandated reporting of suspected abuse and neglect, and student behavior and management
- 8) Review the school calendar

# **Supports for Effective Tutoring**

## **BUILD Tutor Manual**

Literacy is the focus of the BUILD program. Our 14 sites represent a variety of settings in which tutors can support reading and writing activities. These include classroom-based instruction, after-school programs, and a hospital site. Tutoring activities vary depending upon the literacy model of the site. The BUILD Tutor Manual provides a variety of resources and techniques for the tutor. BUILD program coordinators are always available to brainstorm ideas or provide references to resources when needed.

## **Lesson Planning**

Lead tutors should model effective lesson planning and implementation. The teacher, experienced tutor, site coordinator, or lead tutor should support a new tutor through lesson planning. Expectations should be made clear.

## **Resources**

Children need to read from a variety of genres and texts. Most schools and tutoring sites have resources: trade books, reference books, encyclopedias, dictionaries, and maps. Tutors should be informed of the procedures to access these on-site resources. In addition, the Pickering Educational Resources Library, located in the basement of the School of Education (605 Commonwealth Avenue), has a collection of books for young readers. The BUILD office also has a library composed of several hundred books and tutoring resources, including activity binders. There are also public libraries: Boston Public Library at Copley Square and neighborhood libraries in Brighton, Roxbury and Dorchester.

# **Lead Tutor Communication Responsibilities**

## **Communication with Site Staff**

Lead tutors should meet with the site coordinator on a monthly basis. Program goals, scheduling, literacy activities, and facility issues should be openly discussed. Site policies will vary and it is essential that lead tutors follow the procedures specific to their sites, which will be outlined at the lead tutor meeting as well as explained by the site coordinators.

## **Communication with Program Coordinators**

*E-mail:* E-mail is a convenient way to convey group messages and to address site-specific issues. The BUILD e-mail address is: build@bu.edu. Lead tutors are expected to check their e-mail at least three times a week. Program coordinators will respond to e-mails within one or two working days.

*Meetings:* Lead tutors will have meetings with program coordinators for supervision, training, and sharing ideas.

*Site Visits:* Program coordinators will visit each site at least once a semester to observe the program and meet with site staff.

## **Communication with Tutors**

*Ongoing Communication:* Lead tutors should implement a system (e-mail, communication logs) to facilitate the exchange of information and comments among tutors and between tutors and lead tutors. This is especially important for those sites where tutors and lead tutors do not work the same shifts or do not see each other regularly.

*Planning and Debriefing Meetings:* Lead tutors are expected to conduct regular planning and debriefing meetings at least once a month. This is a time for completing BUILD tasks, reviewing site programming, and team building.

*Individual Meetings:* Lead tutors should frequently check-in with tutors individually to obtain updates and provide feedback.

# Lead Tutor Reports

Lead tutors are required to submit two types of written communication regarding the activities at their sites.

## Weekly Reports

The weekly report is an important communication between the lead tutors and the program coordinators. The weekly report is turned in on **Mondays by noon**. The weekly report provides a summary of activities for the program coordinators to monitor, documents any personnel issues that need to be addressed, and provides a forum in which to raise programmatic or other site issues and concerns that need to be addressed. This is an excellent place to include issues raised through communication with tutors, either individually or during the planning and debriefing meetings. The weekly report also tracks tutors' work hours, and documents which tutors at your site have been working more or less than their expected hours and explains the reasons why.

## Agendas for Planning and Debriefing Meetings

Lead tutors are responsible for setting an agenda that reflects the concerns and interests of the tutors and the site personnel. The entire tutoring team should meet at least once a month to plan and review activities, share ideas or resources, discuss personnel matters, or meet with the site coordinators. These meetings may be held at the site or at Boston University. The agenda, staff attending, and a description of the agenda items should be included on the Planning and Debriefing form. This form is used to summarize activities for the program coordinator.

## Tips for Writing Weekly Reports and Site Meeting Agendas

- 1) Use descriptive sentences or phrases
- 2) Write a person's full name
- 3) Do not write "all tutors" on the attendance sheet
- 4) Try to be clear and precise
- 5) Be sure the report is legible (please use a pen)



# BUILD Weekly Lead Tutor Report

Site: \_\_\_\_\_ Week Of: \_\_\_\_\_

Lead Tutors: \_\_\_\_\_

Review of Activities:

Day/Date	Activities

Tutor Updates:

Tutor Absences:

Name and Date	Excused/ Unexcused	Reason Given	Verbal Warning/ Written Warning

Issues / Concerns:

#### Weekly Tutor Work Hours\*

Tutor Name	Planned Work Days and Hours	Actual Work Days and Hours	Reason for Discrepancy

\* Please only list tutors who have significantly deviated from their work schedule. This is defined as anyone who has worked at least 2 hours over or under his/her scheduled number of weekly hours.

## Planning and Debriefing Agenda

Site: \_\_\_\_\_

Date and Location: \_\_\_\_\_

Attendance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1)	
2)	
3)	
4)	

Results of Meeting: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **Leadership Resources**

Boston University's Office of Personnel offers workshops and seminars on effective leadership. The following are approaches for effective leadership and supervision. This section includes the following topics:

## **Four Step Skills Training Method**

An effective and efficient method for teaching a skill and encouraging long term development

## **Recognizing Good Performance**

Outlines the characteristics of good performance and a means of recognizing employee behavior and skills; defines good recognition

## **Coaching**

A four step approach to assist a tutor who is having difficulty with job tasks

## **Active Listening**

Models effective listening strategies designed to enhance genuine communication while minimizing unnecessary conflict.

# The Four Step Skills Training Method<sup>1</sup>

Once you're prepared to train the tutor, follow the following steps to implement the Four Step Skills Training Method:

## 1. Prepare the tutor:

- Put the tutor at ease.
- State the job.
- Find out what the tutor already knows about the job.
- Position the tutor so that he/she can see the operation clearly.

## 2. Demonstrate and explain the operation:

- Give a general overview of the tutor's tasks and duties.
- Demonstrate and break down responsibilities (in order of steps) explaining how you want the job done as you go along.
- Instruct at a rate that allows the tutor to comprehend the task.
- Stress key points.
- Instruct clearly, completely, and patiently.
- Demonstrate the task a second time, summarizing as you go along.
- Ask questions from the tutor.

## 3. Give the tutor practice:

- Have the tutor do the job.
- Give frequent, specific, and accurate feedback on the tutor's performance.
- Give corrections or suggestions in a calm and friendly way.
- Praise specific successes.
- Ask questions that test understanding e.g. "Why did you...?" or "What would happen if...?" or "What would you do if...?"
- Have the tutor continue to practice until tasks are at the standard. Use experienced tutors to serve as mentors.

## 4. Follow up:

- Encourage further questions.
- Use planning and development meetings to develop or refresh skills.
- Put the tutor on his or her own, checking on the tutor's procedure and results periodically.
- Give constructive feedback and affirmation.

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<sup>1</sup> This material is taken from Boston University's federal work-study program manual for hiring and supervising students

## Recognizing Good Performance<sup>2</sup>

There are three situations in which it is appropriate to recognize and commend good performance:

- The tutor has done something "above and beyond the call of duty."
- The tutor has performed competently and diligently over a period of time.
- The tutor has improved in his or her job performance.

## Characteristics of Good Recognition

**Timely:** Give recognition as soon as possible after the performance takes place. Immediate recognition is best. The closer the recognition to the tutor, the easier it will be for the tutor to remember what he or she did. The passing of time tends to reduce the effectiveness of recognition.

**Specific:** Recognition should be directed at a specific behavior. What specifically did the tutor do that you are recognizing? To say "great job" does not say much. Being specific lets the tutor know what behaviors he or she should repeat in the future. Give descriptive praise.

**Sincere:** Insincere recognition is meaningless and will usually do more harm than good. Your tutors probably know you better than you think and they will sense insincerity.

**Individual:** Recognition should be directed toward the individual rather than a group. Since not everyone in a group contributes equally, the hardworking tutor may resent the fact that everyone is treated the same. If you give group recognition, it should be followed up by individual recognition for specific achievements.

**Personal:** All people are different. Adjust the style and method of recognition to the personalities or cultural uniqueness of the tutors. For example, some may like public praise while others may prefer or appreciate a private discussion.

**Proportional:** Match the amount and intensity of recognition to the behavior being recognized. Overdoing recognition for "small stuff" will make people question your motives. All good performance should be recognized, but in varying degrees.

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<sup>2</sup> This material is taken from Boston University's federal work-study program manual for hiring and supervising students

# Coaching: An Approach to Solving Performance Problems<sup>3</sup>

A lead tutor may encounter a tutor who is having difficulty with the tasks of the job. This approach, called coaching, is one method to identify the performance issue and to take steps to assist the tutor in becoming more effective.

**The Model:**    *1. Identify*                      *2. Analyze*                      *3. Discuss*                      *4. Follow Up*

## **1. Identify unsatisfactory performance**

- What are the things I actually see and hear that indicate there is a problem?
- What is it about this person's behavior that makes an adverse impact on the work being done?
- What are the things I would have this person do (or stop doing) to solve the problem?

## **2. Analyze what is influencing the unsatisfactory performance**

- Does the tutor know what is *supposed* to be done and *when*?
- Does the tutor know *how* to do it?

### **Analyze the impact of the unsatisfactory performance**

- What impact is the behavior having on the workplace?
- What impact will the behavior have on the tutor if the behavior does not change?

## **3. Discuss the performance problem**

- Open the meeting and establish rapport.
- State the purpose of the meeting and get agreement that a problem exists.
- Explore alternative solutions-ask for the tutor's suggestions.
- Get a commitment to act.
- Close with encouragement.

### **Tips for discussion:**

- Hold the meeting in a private place.
- Ensure that there will be no interruptions.
- Allow enough time as necessary to complete the discussion.
- Make sure emotions are under control.
- Be specific when discussing behavior discrepancy; have good examples.
- Decide ahead of time what minimum action you will accept.
- Be sure to focus on the performance issue and not the tutor's personality.

## **4. Follow up**

- Document the discussion.
- Is the action agreed upon being done? If not, have another discussion.
- Recognize any improvements. This step has the greatest potential to sustain improvement.

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<sup>3</sup> This material is taken from Boston University's federal work-study program manual for hiring and supervising students

## Active Listening

Listening is an important skill for lead tutors. Tutors may have questions, concerns or insights that are significant for effective operation of the program.

- 1) Focus on the person speaking.
- 2) Get rid of distractions; move to a location conducive to conversation.
- 3) Use non-verbal communication (making eye contact, nodding, etc) to acknowledge the speaker.
- 4) Allow the person to finish speaking; do not interrupt.
- 5) Clarify what is being said by:
  - Asking questions
  - Paraphrasing
  - Summarizing
- 6) React to ideas, not to the person delivering the message.
  - Leave your own emotions behind.
- 7) Avoid negative listening strategies:
  - Do not jump to conclusions or make assumptions until all facts are heard.
  - Do not take sides; get all the facts from all parties before taking action.
  - Recognize your own predispositions and try to remain neutral until all the facts are heard.
- 8) Evaluate the conversation
  - Is the speaker looking for an action (outcome) or simply wanting feedback? Is there a need for action or outcome? Outline the steps that will be taken. Is there an underlying concern that the tutor is not stating?