

Prescott Unified School District Tutoring Handbook



Virtual and In-Person tutoring
for ALL PUSD STUDENTS

**Elementary through
High School Levels**

Tutoring Subjects:

Mathematics - Science -
English/ Language Arts -
History/ Social Studies

“There is a brilliant child locked inside every child.”

Marvas Collins

***A tutor can be the key to unlock the
brilliant child inside.***

***Prescott Unified School District
300 E. Gurley St.
Prescott, AZ 86301
928-445-5400
www.prescottschools.com***

Welcome to the Prescott Unified School District Tutoring Program. We are excited to offer free academic tutoring for any student who needs assistance with Math, Science, English and/or Social Studies.

***Success breeds success.
May this journey bring success to
you and your tutee!***

Message to the Tutor

Thank you for being willing to invest in a child's life. As a tutor you come to realize that learning enriches the whole child – mind, motivation, and self- confidence. Tutors can do what teachers and parents cannot manage:

You can support, challenge, encourage, inspire and applaud the child by nurturing the true and total intelligence of your tutee in a small environment that inspires learning.

This handbook is a tool which focuses on the internal state of tutoring as a process to assist another person. It establishes the how to tutor, shows relationship of meaningful connections with the student and helps the tutor learn how to learn. We believe it will assist you on an exciting and rewarding journey. Often the tutor may benefit more than your tutee because you have made a difference in someone's life.



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Who is Qualified

Any dependable person who holds a high school diploma, a GED or higher degree can tutor. Although it is not necessary to have formal teaching experience, the tutors on any scale must possess certain qualities for success in tutoring.

Qualities and Characteristics of a Successful Tutor

- Be fond of children
- Have enormous patience
- Understand the young mind

A tutor will need to understand how young minds work. They desire success and acceptance. To truly understand their thinking, the tutor must accept

- Their eagerness
- Their curiosity
- Their tendency to wonder
- Their resistance to exert mental effort

The three most important characteristics for tutoring is:

- Patience- never show impatience if the child is slow to catch on
- Knowledge- of the subject, know your curriculum or study materials
- Sensitivity- be empathic



PUSD Hiring Process

- All applicants must complete an online application through the PUSD website to apply to be hired as an academic tutor. They will then go through the regular hiring process.
- All tutors will need to obtain an IVP Fingerprint Clearance Card.
- Once hired, tutors will obtain a Prescott Unified School District ID Badge that must be worn when tutoring.
- To ensure timely communication, tutors will obtain a PUSD email and will be expected to check it daily.
- PUSD teachers cannot tutor their own students.
- PUSD Classified employees cannot work over 40/hours a week with all combined roles.
- PUSD tutors may tutor up to three students at one time.
- If needed, tutors are allowed 15 minutes per student for prep time.
- All tutors must clock in and complete the required employee Safe Schools training courses.
- Pay scale for tutors is as follows:
 - Minimum Qualifications for \$30.00 per hour/ Standard Teaching Certification
 - Minimum Qualifications for \$25.00 per hour/ Associates Degree or 60 college credit hours
 - Minimum Qualifications for \$20.00 per hour/ High School diploma and strong knowledge of specified academic subject or any equivalent combination of experience, education, and or training

Tutee Provided Information

- Grade level of student
- Parent/Guardian contact information
- School they attend
- Teacher email
- Subject area student is struggling in

Student Safety

- Always comes first!
- The Tutor Coordinator will coordinate with the tutor and parents/guardians to determine the days/times/location of tutoring sessions.
- Call the parents immediately if their child does not show up or you are told they went home with someone else. If the parents do not answer, call Judy Stencel at 928-445-5400 x70130 or Cell: 760-401-0878.
- Never leave student unsupervised.
- Never reprimand or discipline your students. If you are having issues with your student, please discuss them with the parent/guardian or your Tutor Coordinator.
- Tutoring must be conducted in a public space or virtually. The most common tutoring locations are in a public school or public library. Tutoring at a student's home is allowed in some circumstances and **ONLY ALLOWED IF THE PARENT/GUARDIAN ARE PRESENT.**

Tutoring Expectations

- The Tutor Coordinator will work with the parents/guardians, student, and tutor to determine the best location, date, and time for tutoring sessions.
- Tutors will fill out a tutoring log documenting their tutoring sessions.
- Tutors need to turn in their tutor log on the **second Friday of the current pay period by 4:00 PM.**
- **No-Shows:** if a student fails to attend their scheduled tutoring session without calling ahead of time, the tutor will receive compensation for the first incident. After the first no-show, tutors must do the following:
 - Contact the parent and discuss the situation, if they need a different day/time or location.
 - Inform parents that it is our policy that after the second time the student fails to show up, they could lose their opportunity for tutoring.
- Tutors need to confirm with student/parent or guardian a day before their tutoring session to help avoid no-shows.
- Tutors need to build relationships with both the students and parents/guardians, and are encouraged to reach out to the student's teacher.
- Tutors need to set goals and get feedback from students/parents/guardians regarding student progress.
- If the tutor is ill, they need to contact the family ASAP and reschedule their tutoring session or cancel until well.
- Snow Days: If all PUSD schools are closed for a SNOW DAY, all tutoring sessions will also be canceled.



Please remember to talk with your student early on about the boundaries and expectations of your tutoring relationship. Assuring them that your conversations will be kept confidential unless the student is going to injure themselves, injure someone else or someone is injuring them. We ask that you inform a school official immediately if you discuss any of these issues or see signs that a student has been subject to abuse or neglect.

Reporting Abuse

Arizona Child Abuse Hot-line: [link here](#)



Arizona law requires certain persons who suspect that a child has received non-accidental injury or has been neglected to report their concerns to Department of Child Safety (DCS) or local law enforcement (ARS §13-3620.A). YOU may be a child’s only advocate at the time you report the possibility of abuse or neglect. Children often tell a person with whom they feel safe about abuse or neglect.

Arizona Abuse Hot-line 1-888-SOS-CHILD (1-888-767-2445)

Prescott Unified School District Schools

Elementary Schools

Abia Judd-1749 Williamson Valley Rd. Phone: 928-717-3263
Lincoln-201 Park Ave. Phone: 928-717-3249
Taylor Hicks-1845 Campbell Ave. Phone: 928-717-3276

M, T, W, Th — Start 8:05 AM / Dismissal 2:20 PM
Friday — Start 8:05 AM / Dismissal 1:20 PM
Early Release — Start 8:05 AM / Dismissal 11:20 AM

Upper Elementary School

Granite Mountain Upper Elementary School
1800 Williamson Valley Rd. Phone: 928-717-3253

M, T, W, Th — Start 8:20 AM / Dismissal 3:05 PM
Friday — Start 8:20 AM / Dismissal 1:00 PM
Early Release — Start 8:20 AM / Dismissal 12:00 PM

Middle School

Mile High Middle School
300 S. Granite St. Phone: 928-717-3241

M, T, W, Th — Start 8:00 AM / Dismissal 2:45 PM
Friday — Start 8:00 AM / Dismissal 12:45 PM
Early Release — Start 8:00 AM / Dismissal 11:45 AM

High School

Prescott High School
1050 N. Ruth Street Phone: 928-445-2322

M, T, W, Th — Start 8:00 AM / Dismissal 2:24 PM
Friday — Start 8:00 AM / Dismissal 1:24 PM
Early Release — Start 8:00 AM / Dismissal 11:35 AM



The Art of Tutoring

A one hour investment. A lifetime of returns.

A tutor can be the key to unlock this brilliant child inside. A valuable one-on-one relationship can bring the tutor into direct personal contact with the student. Close proximity may create some anxiety and tension. Fear, anxiety, and insecurity are intrinsic to tutoring. The way to relieve this tension is to make the child feel significant by:

- Making the child feel accepted or liked
- Treating the child as though you are glad to see them even on days you don't feel it
- Making tutoring fun and productive
- Putting the student at ease
- Being flexible
- Adapting to their personality or culture
- Being aware of any tension or anxiety
- Being sensitive to physical space



Why Tutoring is Successful

- There are fewer distractions and the tutor can better guide the attention span of the student by helping them to stay on task.
- A tutor may notice things that the teacher cannot because of close proximity.
- A child's eagerness and strong ego create much pressure to look good in the eyes of their peers. In a small group or in one-on-one tutoring session there is less competition. The smaller environment reduces the feeling of inadequacies and fear of failure in front of peers.
- When there is classroom competition with peers, children may pretend to know the answer when they do not. Then they try to move on to higher learning when they are not able. Tutoring prevents them from hiding their shortcomings or inadequacies.
- Teachers assume the child learned the concept in prior grades and the student's weakness goes unnoticed.
- In the classroom, a week or month may pass before an assessment tool is given with feedback. Whereas, the tutor is there to provide immediate feedback on learning.
- Many students struggle because of poor learning experience that has left them feeling stupid or inadequate. These children may have a fear of failure and may be reluctant to try. This fear is real to the student even though they may be very capable of learning.

Determine Learning Styles

- Auditory Learner
- Visual Learner
- Kinesthetic Learner
- Active Experiential Learner

Here is a quick and easy way to determine your student's learning style.

Ask them how they like to study or learn something new.

Ask only the questions. Do not explain the type of learning style or give the names of the learning styles prior to the questions.

1. Read a big pile of books?



2. Listen to a lecture?



3. Listen and write notes?



4. Watch someone perform the task and then do it with them involving movement?



- **Auditory Learners-** Students who are auditory learners want to hear the material being introduced or reviewed. They are analytical thinkers and researchers. The use of lectures, recordings, computers with speakers, iPads, CDs, turn and talk, or group discussions will assist in their learning.
- **Visual Learners-** These students are visual learners who comprehend concepts easiest by seeing the material. Their success in learning will be mostly with the use of texts (large pile of books), by seeing pictures, diagrams, graphs, power points, iPads, or computers.
- **Kinesthetic Learners/Tactile-** These students learn through touch and need to write with task oriented activities. Their learning will be through a combination of visual, auditory and kinesthetic activities like lab experiments, drills, or learning centers with hands on activities using fine motor skills.
- **Active Experiential Learners-** Learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis. Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning. Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.

Building Relationships

Praise and words of affirmation will empower you to build a good relationship.

Words for Positive Reinforcement – Positive Feedback needs to speak value into the child’s life. The voice tone will also speak positive reinforcement. Use a pleasant tone, with sincerity and no baby talk. Children can tell the difference.

Positive reinforcement: needs to be specific and related to what the task is at the time. Acknowledging the specific action or characteristic will reinforce the skill or character.

Too Vague

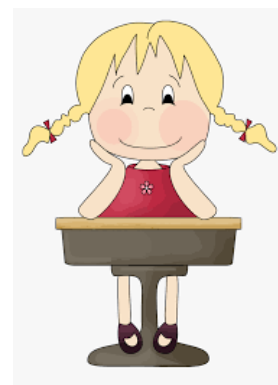
Nice job!
That is very responsible
You are nice
Wow!
Super effort
You’re special
Outstanding
Excellent
Great...
Good...
Remarkable
You're catching on

Better

I like the way you labeled each continent clearly-
That is very responsible when you...
You treat your friend with kindness
Wow! you completed your work
Super job on...
I like the way you tried hard
Outstanding performance
Way to go, that looks neatly done
I knew you could do it. I'm proud of you
Now you've got it.
Look how smart you are, you figured it out yourself
You are catching on great

Remember

Effective listening shows respect. Showing respect and building trust are most important in the tutoring relationship. Tutors can build trust by showing up for all sessions. Call ahead to cancel a session or reschedule. Keep your promise. If you say you are going to bring in a new book or supplies, be sure to do so.



Listening Skills

Types of Non-Listening

- Listening with “half an ear” Example: You’re preoccupied with another activity while you’re attempting to listen to someone who is talking to you.
- The “scene stealer” Example: Taking the attention away from the person who is talking and centering the attention on yourself.
- The “guru” or “know-it-all” Example: Giving quick, easy advice to a person with a difficult problem instead of helping the person make their own decision. Note: the “guru” response is used in more than 75 percent of responses

Things That Hinder Effective Listening

- Few people listen objectively to others.
- People anticipate the message and think of an answer instead of listening to what is being said.
- The views expressed by the student are different from yours.
- The environment around you is noisy or frequent interruptions occur.
- The dress and appearance of the student is distracting.
- The student is telling you something you don’t want to hear.
- The thoughts or feelings being expressed shock you or cause you anxiety.

Tutoring Tips

- Learning is doing!!!! Have the student practice what is taught and keep the student active and engaged.
- Build on prior knowledge.
- Teach complex information by breaking it down into smaller, simpler parts, bite-size pieces.
- Relate new knowledge to similar knowledge, especially, focus on topics that are the child's interest. Such as, if the child is interested in football, use the football field to measure, count by ten, or use sports stats to compare numbers.
- Focus more on the child's understanding and retaining of the concept; not just giving correct answers. Be very careful not to spoon feed the answers. Allow time for the child to respond, give hints but not answers.
- Demonstrate how this newly acquired knowledge can be used in the future.
- Tie learning to current events.

Decoding Directions

Encourage the student to read directions on their own, and then ask them to explain their interpretation of the directions. If the student has difficulty explaining the directions or has misunderstood them, have the student re-read them aloud to you.

Listen for words mispronounced or omitted as these may be indicators as to why the student doesn't understand what to do. Help the student with their organizational skills.

Tutoring Reading

The best way to increase reading achievement consists of two basic principles. First, increase the amount of authentic contextual reading. Secondly, increase the amount of reading instruction. Tutoring avails both of these principles, especially the amount of reading instruction. According to NEA research, "Students who are behind in reading can catch up to grade level with additional reading instruction and tutoring (in school), after school and in the summer." (Bringing Education to After-School Programs, 1999, n.p.).

In order to provide authentic contextual reading, the students need to be held accountable for their reading with feedback from the passage. Feedback methods can be peer-to-peer talking about the reading (called turn-and-talk), re-telling what they have read, or expressing in writing what the passage was about. The tutor will need to have the student connect events in the book to other books they have read or to their personal experiences. Making connections will assist in memory recall of the passage for testing or assessment.



Guided Reading

Guided Reading is a structured, practical way to instruct diverse readers by recognizing all children can learn to read at varying rates of development. Instruction can be directed to each student's specific needs.

Below is a sequence for guided reading that can be used during the tutoring session:

First, the tutor introduces the book through a discussion with the individual. The tutor may do one of the following:

- Talk about the cover or title
- Talk about the illustrations
- Call attention to text features
- Give a sense of the story or basic plot
- Have students make predictions
- Discuss reading strategies and anticipate challenging words or language structure
- Review parts in the text with tricky words



Reading Strategies

Reading strategies are various ways a reader decodes information or searches for clues in the passage to construct meaning and understanding of the story or written information.

Types of Reading Strategies

- Making Predictions – What happens next? What is going to happen when...?
- Wonder/Questioning – Ask question that will go deeper into the text. (i.e. What, when, where, who and how)
- Inferences – What does the statement or paragraph infer or imply?
- Characters and Feelings – Describe or relate to personal experiences.
- Make Connections – Connect to personal experiences, other stories, history, today's events.
- Cause and Effect – What happened and what caused it to happen?
- Compare and Contrast – The beliefs and values and cultural differences.
- Fiction or Nonfiction – Fiction is not real; (i.e. imaginative narratives). Nonfiction is real information based on facts.
- Opinion or Fact – Opinion is what someone thinks is true. It may not be true or another person may not agree with them; but everyone is entitled to their opinion. Fact is a true statement and can be proven.

During the session of Reading

First, the student reads the text independently and softly to themselves. The tutor will observe and coach individual as needed and make a record of the observations with anecdotal notes while the student is reading. **It is a must to keep a journal.** After the student softly reads, the tutor will direct a discussion about the book to clarify comprehension by using reading strategies. If needed, the student may need to do some phonics or word work. Reviews can include activities like turn and talk, drawing a picture of the story, and/or re-tell the story in his/her own words. Reading can be connected to other language arts activities (i.e. writing, prior books, or speech).

Tutoring Math

Aiming Toward Success

- Help the student have a good attitude toward math. Show them how it applies in the real world.
- Practice the basic skills before moving on to higher levels of math (i.e. addition, subtraction, multiplication, division, fractions, and decimals.)
- Assist in understanding the steps involved in solving a math equation.
- List the common mistakes the student is making.
- Use the same math vocabulary from week to week and be consistent with the processes shown in the text.

Problem Solving Strategies

- Sort out information in the problem that is not needed, especially in word problems.
- Determine if there is enough information to solve the problem.
- Make a picture or diagram.
- Use or make a table or chart.
- Estimate, check to see if guess is correct, revise your answer if incorrect.
- Look for patterns – even odd numbers.
- Work backward.
- Solve a simpler easier problem.
- Act it out or use manipulative.
- Use logical reasoning.

Math Games for all ages

Number Cube – Individually, roll two cubes add or multiply the two numbers. Write the numbers and then calculate the answer. See how many facts you can roll, compute and write in one minute.

On Line:  HOODAMATH

Here is a link to a Math tutoring site that is free and offers a white board to help with on-line learning. [Math Whiteboard](#).

To get extra help with student's math, tutors can use [Zearn](#) through our PUSD Website. They may also access skill-specific help at [Embarc Online](#). Here is a link to the PUSD [District Instructional Guides](#) where tutors have access to valuable information regarding all district curriculum.

For extra math practice by grade level you can create an account for all students and have them complete one lesson while you are together and see how well they do. They are timed tests and work on getting your student at a faster rate with their math facts.



Sources/References

This complete document was taken from an on-line source and reproduced for the benefit of Prescott Unified School District (PUSD). The material has been modified from its original format and items added to support PUSD's vision, mission and goals for our tutoring program. PUSD may modified again in the future based on new or pertinent information. Retrieved on 12/9/2022 and again on 1/9/23 from:

<https://www.pcsb.org/cms/lib/FL01903687/Centricity/Domain/204/Tutoring%20Handbook.pdf>

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