

SITE/DISTRICT TUTOR TRAINER OUTLINE—4 hours

I. Initial Tutor Meeting (45 Minutes)

- a) Handout 1.4.1, *Suggested Topics for the Initial Tutor Meeting* and 1.4.2 for notes. Meet with tutors to discuss district, site, and classroom policies. Be sure to address appropriate tutor-student interaction, emphasizing the tutor as a role model.
- b) Handout 1.5.1, *Expectations: AVID Tutor*. Have tutors underline or highlight the key concepts of this handout. Discuss the key ideas as a group, emphasizing the tutor's responsibilities.
- c) Handout 1.6.4, *AVID Tutor Contract*. Have each tutor complete the AVID Tutor Contract, to be signed by the tutor, site tutor trainer, coordinator, and administrator.

II. Student Binders (1 Hour)

- a) Handout 2.2.2, *Binder Check-off Sheet*. Discuss binder expectations at the school site. Discuss the elements from the Check-off Sheet used at the site and which additional elements are required at the site.
- b) Handout 2.2.3(Four Parts) and 2.2.4, *Got P-M-I For Your Binder Check?* Following the directions on *AVID Binder Check Grading Practice Using AVID Forms*, have tutors hold a binder check conference with an AVID student using one of the binder forms. Using *P-M-I*, tutors assess the binder form used. Discuss as a group.
- c) Handout 2.2.5, *AVID Binder Check Using the Classroom Form*, and 2.2.6, *Kudos and Critiques*. Following the directions on 2.2.5, tutors use the current classroom binder check form, then compare the form with the from the previous activity (2.2.3).
- d) Handout 2.2.7, *Binder Check (Form A)*, and 2.2.8, *Binder Alert (Form B)*. Based on a student's binder check, the tutor uses either *Form A* or *Form B* to provide the student with appropriate feedback.
- e) Debrief activity discussing effective binder requirements and assessments.

III. Tutorial Observations/Reflections (1 Hour 15 Minutes)

- a) Handout *AVID Tutorial Observation and Feedback Tool*. Review the Observation and Feedback Tool with the tutors. Emphasize the "Collaborative" column on the continuum and the roles of each tutorial member.
- b) Using the *AVID Tutorial Observation and Feedback Tool*, the tutors observe a tutorial (at the school where they will be working or another) and complete the form. (It is important that they are not involved in the process of tutoring while observing the tutorial.)

- c) Handout 5.3.2, *Tutor Reflection*. The tutor completes the reflection based on their tutorial observation.
- d) Debrief both the *Feedback Tool* and the *Tutor Reflection* as a group.

IV. Strategies and Scenarios (30 Minutes)

- a) Handout 5.3.4, *Tutorial Strategies*. Have tutor highlight strategies they find most pertinent to facilitate effective tutorials and add any other strategies they would suggest. Debrief as a group.
- b) Handout 5.3.5, *Tutorial Scenarios*. Tutors read the scenarios provided and jot ideas to address the issues. Debrief as a group.

V. Tutor Role Summary (30 Minutes)

- a) Handouts *Tutor Facilitation Protocol* and *Tutor Reflection*. Tutors review the activities from the Site Tutor Training and then read the descriptions in the *Tutor Facilitation Protocol*. Tutors reflect on their role as a tutor and the process of tutoring. They describe how they can best assist students in increasing their achievement in their content classes as a tutor. Debrief as a group.