



# PEER TUTORING CENTER

## ACADEMIC TUTOR SCHEDULING FORM

Name: \_\_\_\_\_ Year: Fr. So. Jr. Sr.

Email Address: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Teacher Advisor \_\_\_\_\_  
Print name:

**PLEASE CIRCLE ALL THE DAYS & TIMES YOU ARE AVAILABLE FOR TUTORING,  
and place an \* by your first choice(s)**

\_\_\_\_\_ Prep Period \_\_\_\_\_

\_\_\_\_\_ Tutorial (Tuesday)

\_\_\_\_\_ Lunch Time (35 minutes)                      M   T   W   TH

\_\_\_\_\_ After School (1 hour)                              M   T   W   TH

List all the courses you are willing to tutor (e.g., algebra 1.1, geometry, Spanish I-4, etc.):

How many tutoring appointments would you like each week? \_\_\_\_\_

**Please list your class schedule below:**

PERIOD	CLASS	TEACHER
1		
2		
3		
4		
5		
6		
7		

## TIPS FOR TUTORS – PLEASE READ AND SIGN BELOW

1. Please be committed to consistently keeping your tutoring appointments. **It is important that you arrive on time and promptly begin your tutoring work.** If you cannot keep a tutoring appointment, please notify your tutee or tell an ARC Staff member. Tutees get discouraged if you don't show up to help them!
2. When meeting your tutee, **be relaxed and friendly.** Learn your tutee's name and pronounce it correctly.
3. **Give your tutee your undivided attention** while you are tutoring. Body language is important for effective communication. Make eye contact, speak slowly, and wait for your tutee's reply. Use scratch paper to write down keywords and concepts that your tutee may review later.
4. **Familiarize yourself with the textbook used.** You may need to help the tutee with basic study skills, such as looking up terms or concepts in the Index or Table of Contents.
5. **Ask open-ended questions.** Instead of asking "What don't you understand?" (a question all students dread), try asking "What do you understand?" This gets things started in a positive way, and you will be able to sort out the areas that you need to explain or review. Encourage your tutee to think aloud and ask lots of questions.
6. **Offer encouragement,** and praise all correct answers. If your tutee is unsure of an answer, promote your tutee's efforts to take a guess or think of possible solutions. If your tutee doesn't answer, give a hint or ask another question that might elicit the same answer, but be encouraging.
7. **Correct your tutee's work without being discouraging.** Never make fun of answers. If an answer is incorrect, give clues to help discover the correct answer. If parts of the answer are correct, positively identify the parts successfully completed. This will help your tutee to identify the part that contains the mistake. Once your tutee discovers the correct answer, repeat or paraphrase the question, have your tutee repeat or write the right answer in his/her notes. Provide respectful and positive affirmation of all accomplishments your tutee achieves.
8. **Tutor with the idea that you are helping your tutee to teach him/herself.** Don't do your tutee's class work. Allow for some failure and learning to take place. Although it is quicker, easier, and less frustrating to do the work for your tutee, it is of little permanent value. Your tutoring will help instill good study skills and self-confidence.
9. Sometimes you may feel that you are making little or no progress with your tutee. **Try to not get frustrated.** If you have given your best effort and have truly tried to help your tutee, you have been successful.
10. **End the session on a positive note, and hopefully with a plan to meet again and regularly. Turn in the ARC Tutoring Record to the ARC staff, letting us know if you wish this to be applied to class credit or to Community Service hours.**
11. **Prepare yourself for the great feelings you get** when you know you've helped someone succeed. We really value your efforts and we know your tutee does too!
12. **Schedule a backpack sorting day with your tutee.**

**I Agree with the above pointers, and am looking forward to working with a tutee:**

---

Name

Updated 11/19/12

---

Date