



**TAMALPAIS UNION HIGH
SCHOOL DISTRICT**

**IN-SCHOOL WORK EXPERIENCE
Peer Tutor**

Overview Information

Title of Course: IN-SCHOOL WORK EXPERIENCE Peer Tutor	
Course Author(s):Katie Paulsen, Karin Hatton, Ginnie Chu, Elise Rubio, Alyssa Sandner, Paula Berry	Schools where the course will be taught: All
Length of Course: 2 semesters (students can take 1 semester but 2 is ideal)	Subject Area and Discipline: Elective
Grade Levels: 11, 12	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G) ? No
Prerequisites (required or recommended): Successful completion of the course tutoring with be in and, recommendation by current or former teacher to the counselor (see attached rec form)	Co-requisites (required or recommended): None
If there are prerequisites for the course, please include a justification as to why they are in place: The student should have successfully completed course or subsequent courses and demonstrate the characteristics listed in the Peer Tutor support rubric.	
Check all that apply: <input type="checkbox"/> UC A-G course <input type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> CTE	
Approval by Curriculum Council <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Course of Study Screener Feedback (for writers)	

Introduction to the Course

Course Overview: This course is specifically intended to provide upper division students with an opportunity to spend a year serving as a Peer Tutor (PT). Students who show interest will be prioritized to serve in classes and in some cases multiple PTs will serve the same class. Students must commit to working closely with the teacher to support students 1-1 in the classroom as well as in small groups. The purpose of this partnership is to help students in classes experience success and achieve the outcomes of course. This is a unique opportunity to contribute to the success of our TUHSD students in the classroom. The PTs will contribute to building a safe and inclusive learning environment that values collaboration, questioning, thinking and problem solving together. Peer tutors will partner with the teacher to support the students in becoming engaged thinkers, who find joy in learning and ultimately achieve the outcomes to be successful students in subsequent courses.

Course Goals:

This course addresses the [TUHSD Graduate Profile](#) by providing our upper division students an opportunity to engage in supporting our lower division students in a classroom setting. Peer Tutors will be assigned to one course throughout the semester and/or entire school year. Their main role is to provide students support as they build the knowledge, skills and agency as learners. Through the use of “interpersonal skills to build positive relationships and promote collaborative learning” and through the use of the AVID tutorial model strategies, peer tutors will develop and “pose substantive questions” while “demonstrating responsibility, integrity and trustworthiness”. Additionally, Peer Tutors will need to demonstrate “empathy and compassion for their younger peers” while some may struggle with concepts. Additionally, the Peer Tutor will need to “model confidence and resilience” when supporting students. These skills highlight aspects of the TUHSD graduate profile that we hope all our students develop while attending our schools. Peer Tutors will benefit from this rich and exciting opportunity as will their peers. The TAM District values those who serve their community

Peer Tutors will:

- * Commit to 2 tutorials/SMART periods a semester to do Peer Tutor training and collaboration
- * Learn how to hold AVID style tutorial sessions to support students problem solving
- * Support teachers with 1-1 help for students and small group support
- * Attend class regularly and be punctual
- * Contribute to a safe and inclusive learning environment
- * Support the teacher with building student confidence and mathematical thinking skills
- * Develop their own skills as indicated in the Graduate Profile
- * Work on supporting students with executive functioning, note taking, problem solving, mathematical thinking and the skill of perseverance

Peer Tutors characteristics:

- * Models beliefs and behaviors that promote a safe and inclusive classroom

- * Has a strong understanding of content and skills for the course they tutor
- * Listens and follows directions from the teacher
- * Demonstrates initiative and is a self-starter
- * Works well with others-is flexible and able to work with any type of student
- * Demonstrates willingness, efficiency, and organization of work
- * Maintains open communication with the teacher
- * Learns how to probe with questions rather than give answers
- * Act as if they are a member of the class by following along, taking notes, and engaging in the lesson so they can best support the math students in the class.
- * Utilize sentence stems to support student thinking
- * Hold the belief that all students can learn
- * Demonstrate maturity and collective responsibility
- * Is empathetic, resilient, and responsible

PT Evaluation: See this [Peer Tutor Rubric](#)

General Information:

This course is a 10-unit elective course that would be taken for the school year. If necessary, the course can be taken for 1 semester but ideally, students would enroll for the year. This course is offered for students to receive a grade or for CR/NC based on desire.

Prerequisites

Successful completion of the course you intend to tutor or subsequent courses and demonstrate the characteristics listed in the [Peer Tutor Rubric](#)

Drafted September 2023