MATC New Tutor Orientation

This guide is for tutors who are newly hired. This guide in does NOT replace attendance at Fall and Spring Tutor Training, although it does give key points from the training. Tutors are expected to attend the next available tutor training. Please download and review the documentation to the right for training. This is the hand out used to study for the tests. On each page of the guide, there is a corresponding test. The documents may be used for reference during the tests. There are three 30 min tests. This is a paid training lasting no more than 2 hours. Remember to schedule a time to come in for hands-on training in Trac Trac.
Tutor’s Rights

1. Every tutor has the right to be treated with respect by staff and their tutees. When a problem arises, it should be handled with confidentiality and fairness to all involved.

2. Every tutor has the right to learn effective tutoring techniques in order to assist their tutees. It cannot be assumed that a student who has earned a high grade in the classroom can effectively tutor other students. This is an unfair assumption to both the student and the tutor. Training must be made available to give the tutors the ability and the confidence to know how to help students learn.

3. Every tutor has the right to be treated as a tutor and only as a tutor. They are not expected to do instructor duties. Tutees should not expect tutors to be instructors with the full realm of knowledge on a subject as that of an instructor.

4. Every tutor has the right to begin their sessions on time. Tardiness of the tutee impedes a prompt beginning and frustration can build in the tutor and the tutee.

5. Every tutor has the right to complete each session without interruptions of any kind. Tutors need to know the techniques for dealing with unwanted interruptions.

6. Every tutor has the right to say “I don’t know” but they then should seek additional information that will enable the tutor to answer the tutees’ question. A tutor needs to be comfortable enough with themselves so that they can admit to a tutee when they do not know an answer.

7. Every tutor has the right to confer with the tutorial staff regarding any lesson or student problem.

8. Every tutor has the right to express grievances to the tutorial staff and to be informed of the results. Problems might arise because at times there might be personality conflicts.

9. Every tutor has the right to dismiss the tutee for lack of preparation after checking with the staff. A tutee who is unprepared will not learn to become prepared by being allowed to remain in the session. The tutee may need some assistance in time management and correct study skills. Although this is a tutor’s right to cancel a session for lack of preparation, this isn’t likely to help a tutee feel positively about coming back for more tutoring. This right of cancellation must be balanced against the tutee’s right to be treated with respect, sensitivity and understanding.

Source: California Tutor Project, Ross McDonald

Tutee’s Rights

1. Every tutee has the right to be treated with respect by their tutors and the tutorial staff. No tutee will be made to feel badly about seeking assistance in the tutoring center. No stigma is attached to needing a tutor.

2. Every tutee has the right to be assisted by a qualified tutor. The tutor will: a. use restraint with knowledge but communicating on the level of the tutee and not above it., b. practice patience by allowing the tutee time to think about ideas and form answers to questions before answering, c. use positive reinforcement, and d. promote and encourage the tutee to become and independent learner.

3. Every tutee has the right to be treated as an individual regarding their motivation for learning and to not be compared to others.

4. Every tutee has the right to make the final decision regarding their work.

5. Every tutee has the right to expect tutoring sessions to being on time and to be informed when a problem arises.

6. Every tutee has the right to the full attention of the tutor for the entire tutoring session without interruptions.

7. Every tutee has the right to a tutor knowledgeable and trained in effective tutoring techniques.

8. Every tutee has the right to learn strategies for effective study and exam preparation for their subject area.

9. Every tutee has the right to the confidentiality of their tutoring sessions.

Source: California Tutor Project, Ross McDonald

This page is intentionally left blank.
Tutoring Do’s and Don’t’s

Tutoring Do’s

As a tutor there are several things that one should do in order to maximize the experience for the student. Listed below are some basic characteristics and mannerisms that a good tutor should possess:

- **Punctuality:** If meeting one-on-one, the tutor should certainly set an example by being on time. If working in a drop-in-lab, the tutor should be on time and ready to begin helping tutees.
- **Honesty:** Communicate honestly when knowledge of a certain area is or particular concept is not sufficient to answer a student’s question or effectively help them understand a concept.
- **Enthusiasm:** Demonstrate a love for the subject tutored as this will most likely rub off on the student. Come to the tutoring session with a positive attitude.
- **Hard Work:** Be familiar with the textbooks and the computer software that is available to the student. This may take some extra time on the part of the tutor that is beyond the regular tutoring session.
- **Listening:** The tutor should develop good listening skills that include but are not limited to hearing their words. Being able to interpret body language is also helpful.
- **Willingness:** Be willing to interact with students and take risks in trying new materials.
- **Academic:** Maintain good academic standards.
- **Hygiene:** Maintain good hygiene. If a smoker, use a breath mint
- **Mobility:** Tutors should make themselves mobile in an open lab. Move around the room at least 4 times during an hour to be aware of students that might be struggling.
- **Good questioners:** Ask good questions in order to evaluate a student’s understanding and also to elicit answers from them.
- **Encourage independence:** Encourage the student to come up with the answers. Let them know that they must put forth an effort to benefit from tutoring.
- **Patience:** One of the most important characteristics of a tutor. Always show patience when a student is struggling to get an answer or understand a concept.
- **Maintain confidentiality:** Any personal information such as medical conditions, handicaps and test scores should always remain confidential between tutor and student.
- **Friendliness:** Wear a name tag at all times. Use the student’s name often to create a familiarity with them as a person.
- **Insightful:** Encourage the student to focus on learning how to learn
- **Innovation:** Encourage the student to identify several alternative study strategies from which to choose.
• **Tact:** Allow for periods of silence. Remember that this concept might be a tough one for them and they need time to fully understand and/or answer the question.

• **Tutoring Don’ts**

  *Sometimes a tutor can do more harm than good. Listed below are some things that are harmful to successful tutoring.*

  • Do not assume the role of the instructor. The tutor is only there to help and not to replace the instructor. As the assistant the tutor can greatly enhance a student’s perception and understanding of a subject.
  
  • Do not think of oneself as that dispenser of all truth and knowledge. Try to relate to the tutee as an equal. Keep the conversation about the student’s level of classes and not upper level classes.
  
  • Do not judge someone’s ability or intellect based on appearance or age.
  
  • Do not allow the tutee to just scrape by. Challenge them to reach for the highest potential.
  
  • Do not use the tutoring lab as a personal dating service. This could jeopardize that student’s grades or your future.
  
  • Do not let one student monopolize all of your time. Try to enable the student to become an independent thinker and learner. Do not do their work for them.
  
  • Do not introduce fancy ways to solve problems that are too different than what they are being taught in the classroom. It is always better to assist in the same teaching procedures as the instructor.
  
  • Do not just sit in the chair waiting for students to come to you in an open lab. Always demonstrate an air of learning even if you are not tutoring.
  
  • Do not work on student’s assignments for them. Working other examples similar to their problems is appropriate. Always try to assist them in generating their own work, their own ideas, and their own solutions.
  
  • Do not bad-mouth the instructor.

Tutor’s and Tutee’s Expectations

1. Both the tutor and the tutee are expected to recognize and respect the differences in culture, race, and gender found among the large variety of students on a college campus.

2. Both the tutor and the tutee are expected to know, understand and act upon rules and regulations regarding scheduling and cancellations of sessions set forth by the tutoring center.

3. Both the tutor and the tutee are expected to fill out the necessary forms required by the tutoring center.

4. Both the tutor and the tutee are expected to come prepared to each tutoring session.

5. Both the tutor and the tutee are expected to focus entirely on the subject matter during the tutoring sessions. Both the tutor and tutee must remember the purpose of the tutoring session. Neither should allow the sessions to develop into social time.

6. Both the tutor and the tutee are expected to keep noises to an appropriate level for the learning environment.

7. Both the tutor and the tutee are expected to come to the sessions alcohol and drug free.

8. Both the tutor and the tutee are expected to treat each other with respect.

9. Both the tutor and the tutee are expected to attend sessions with appropriate dress, behavior, grooming and cleanliness.

Source: California Tutor Project, Ross McDonald
What is FERPA? The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the release of these educational records maintained by an educational institution (MATC) and access to these records.

Who must comply with FERPA? As an educational institution that provides educational services and is attended by students who receive funds under any program administered by the U. S. Secretary of Education, MATC is subject to FERPA rules and regulations.

What are educational records? Educational records are defined as records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution.

What is required of you as a worker? Any and all student educational information that you come into contact with must remain confidential. The principles of confidentiality must be applied to all media, including but not limited to, electronic data (COSMO, WebNow, faxes, etc.), email, tapes, voicemail, etc. Student information is not to be discussed with other MATC employees who do not have a legitimate educational interest in the student. Nor is information to be discussed with other classmates.

What is a legitimate educational interest? The demonstrated “need to know: "by those officials of an institution who act in the student’s educational interest, including faculty, administration, clerical and professional employees, and other persons who manage student record information, including student employees or agents. A school official is determined to have a legitimate educational interest if the information requested is necessary for that official to (a) perform appropriate tasks that are specified in his/her position description; (b) perform a task related to a student’s education; (c) perform a task related to the discipline of a student; or (d) provide a service or benefit relating to the student such as counseling or financial aid.

Please Note: If there is a question regarding access to a record, you should immediately speak with your supervisor. It is important to remember that as a worker you will be held to the same standards of confidentiality as MATC staff.
CRLA supports ATP’s Code of Ethics:  http://www.myatp.org/ethics.htm#CODE OF ETHICS

1. **Best interest:** Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.

2. **Responsibility:** Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.

3. **Integrity:** Tutors will practice and promote accuracy, honesty and truthfulness.

4. **Fairness:** Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

5. **Commitment:** Tutors will fulfill commitments made to learner.

6. **Respect for Others Rights and Dignity:** Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.

7. **Excellence:** Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.

8. **Respect for Individual Differences:** Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

9. **Professionalism:** Tutors will not engage in inappropriate relations with tutees.

10. **Confidentiality:** Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.
Module 1.10 Ethics-Copyright

Copyright Definition

A form of protection provided by the laws of the United States for “original works of authorship”, including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. “Copyright” literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. Copyright protection does not extend to any idea, procedure, process, system, title, principle, or discovery. Similarly, names, titles, short phrases, slogans, familiar symbols, mere variations of typographic ornamentations, lettering, coloring, and listings of contents or ingredients are not subject to copyright. ~U.S. Copyright Office

General Guidelines for Educators

Copyright guidelines allow educators, under most circumstances, to copy

- A single chapter from a book
- An excerpt from a work that combines language and illustrations, such as a children’s book, not exceeding two pages or 10% of the work, whichever is less
- A poem of 250 words or less or up to 250 words or a longer poem
- An article, short story, or essay of 2,500 words or less, or excerpt of up to 1,000 words or 10% of a longer work, whichever is less; or
- A single chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

The guidelines do not allow users to

- Make multiple copies of different works as a substitute for the purchase of books or periodicals
- Copy the same works for more than one semester, class, or course
- Copy the same work more than 9 times in a single semester
- Use copyrighted work for commercial purposes
- Use copyrighted work without attributing the author.

Adapted from: http://www.educationworld.com/a_curr/curr280b.shtml

MATC Copyright Policy and Guidelines

MATC expects all faculty and staff to comply with the US Copyright Laws, Title 17 of the United States Code, which governs the use of copyrighted works.

In an effort to assist employees with an understanding of the somewhat complex laws of copyright, MATC has put together some copyright resources to help facilitate insight and knowledge of copyright in academia.

For more information about MATC copyright guides go to: http://guides.matc.edu/copyright
Module 1.10 Ethics-Sexual Harassment

Definition of Sexual Harassment

Sexual harassment is any unwelcome sexual advance or conduct on the job that creates an intimidation, hostile, or offensive working environment. Any conduct of a sexual nature that makes an employee uncomfortable has the potential to be sexual harassment.

Given this broad definition, it is not surprising that sexual harassment comes in many forms. The following are all examples of sexual harassment:

- A supervisor implies to an employee that the employee must sleep with him to keep a job
- A sales clerk makes demeaning comments about female customers to his coworkers.
- An office manager in a law firm is made uncomfortable by lawyers who regularly tell sexually explicit jokes.
- A cashier at a store pinches and fondles a coworker against her will
- A secretary’s coworker belittles her and refers to her by sexist or demeaning terms
- Several employees post sexually explicit jokes on an office intranet bulletin board.
- An employee sends emails to coworkers that contain sexually explicit language and jokes.

The harasser can be the victim’s supervisor, manager, or coworker. An employer may even be liable for harassment by a nonemployee (such as a vendor or customer), depending on the circumstances.

Sexual harassment is a gender-neutral offense, at least in theory: Men can sexually harass women and women can sexually harass men. However, statistics show that the overwhelming majority of sexual harassment claims and charges are brought by women claiming that they were sexually harassed by men.


From MATC Student Code of Conduct

A.STUDENT CONDUCT EXPECTATIONS

(1)REGULATIONS FOR STUDENT CONDUCT

The following actions and behaviors shall constitute violations of the Student Code of Conduct and will subject any student or student organization committing such a violation to disciplinary sanction. The violations defined below include, but are not limited to:

1. Violating duly established and published or posted College or Board policies (Policy C0201), rules and/or regulations including, but not limited to, alcohol, illegal drug use, discrimination, harassment, sexual harassment, sexual assault, and weapons on MATC property or at MATC sponsored or supervised functions....
5. Committing acts of sexual harassment. Sexual harassment includes, but is not limited to, non-consensual verbal or physical conduct related to sex which unreasonably interferes with an individual’s work, educational or social performance.
Module 1..13 Work Record Keeping with Tutor Trac

Tutor – Login/Logout Work Procedure for SI & WI

Important Notes

A. This procedure for “SI” (Supplemental Instruction) & “WI” (Walk-in Tutoring) is identical. If working with WI students, substitute “WI” for “SI”.

B. Open the tutorial video with the RealPlayer app.

Login

1. From the SI Kiosk login screen, the tutor enters their COSMO or Student ID # in the “Log Student” field.

2. Then the “Choose a Center” window appears.
3. Click on the correct SI or WI center area. The choice turns blue, and a “Log In” button appears.
4. Click on the “Log In” button at the bottom of the screen.

5. Then “Choose a Reason” screen appears
   a. Under “Please select your Course”, select
   b. Under “Please select “Reason for Visit”, select “Work (For Tutors Only)”
   c. Click on the “Continue” button at the bottom of the screen.

The tutor is now logged in to a session.
LOGOUT

6. When the tutor finishes a WI or SI session, they must log out. Using the same login screen, the tutor enters their ID # and the following screen appears:

7. Select the Center which is highlighted in Red. It will turn blue, and “Log Out” button will appear.

8. Click on “Log out”
9. The “Visits Entry” screen will appear. There are two questions to answer.

10. For the first question, answer “Yes” or “No” from the dropdown menu.

11. For the question, “What tutor did you see”, pick YOUR NAME. THIS IS VERY IMPORTANT. If the tutor chooses someone other than their name, they will not get credit for the work visit.

12. Finally, click on the “Continue” button to log off.

   The tutor has successfully logged out of their SI or WI session.
TUTEE – LOGIN/LOGOUT PROCEDURE

Important Notes:
A. This procedure for “SI” (Supplemental Instruction) or “WI” (Walk-in Tutoring) is identical. If working with WI students substitute WI for SI
B. Open the tutorial video with the RealPlayer app.

LOGIN

1. From the WI Kiosk login screen, the student enters their Student ID # in the Log Student field. For SI tutoring, use the SI Kiosk login.

2. The “Choose a Center” window appears. In the case below, the student clicks on the “Business WI Center because the student wants to receive tutoring in Accounting. The choice turns blue. Then click on the “Log In” button
3. The next screen is “Choose A Reason” for the visit. The student must select the “Course” and then the “Reason for the Visit”. For WI the student selects

The student is now logged in to a session
4. As the student leaves a WI session, they must log out at the WI Kiosk. First the student enters the ID#. The following screen will appear.

5. Even though the center, “Business WI” is highlighted in Red, it must be selected/clicked so that it turns blue. Then the” Log Out” button will appear. The student clicks on “Log Out”.

6. The “Visits Entry” screen appears. There are two questions to answer:

   For the first question, answer “Yes” or “No” from the drop down menu.
   For the question, “What tutor did you see”, choose the tutor from the drop down menu. THIS IS VERY IMPORTANT. If the student chooses the incorrect tutor, the tutor/supervisor will have to spend more time correcting the incorrect visit entry.
   Click on the “Continue” to log off.

   The student has successfully logged out of a WI session.
VERIFYING & CORRECTING ATTENDANCE FOR SI & WI TUTORS

Important notes:
A. This procedure for “SI” (Supplemental Instruction) or “WI” (Walk-in Tutoring) is identical. If working with WI students substitute WI for SI
B. Any paper attendance sheets that the tutor used during tutoring sessions will help in the procedures to verify and correct attendance. A sample Attendance Sheet is included on the last page of this guide.
C. Open the video tutorial with RealPlayer app

Part 1: Verifying & Correcting Attendance Entered by Students

1. Sign in to TT from Google. User Name=Last Name + First Intial; Password=ID #

2. Select “Utilization Tab” on the “TutorTrac Main Menu”
3. Select “Today” or “Last Week” etc. from the drop down menu under “Change Date”

4. To Verify the contents of a student’s attendance entry, select the “bubble” far right of the Visit Record.
5. View the details of the visit entry

6. Note the various drop down menus. Use these to edit/correct the different areas; date, location, center, class, reason, Time In, Time out, and subject. An example of the “Center” drop menu is shown below. The paper Attendance Sheet will assist greatly.
7. THIS IS IMPORTANT: In the screen above make sure that:
   a. “Center” is WI or SI for your subject area
   b. “Reason” is “Walk-in Tutoring” or “Supplemental Tutoring”
8. Click on the clock on the right side of “Time In”. Note the screen below. Adjust “Time In” and “Duration”. The “Time Out” entry will fill in automatically. CORRECT TIMES ARE EXTREMELY IMPORTANT.
9. Once all of the corrections have been made, click on the “Save” button at the bottom of the window. (You may have to use the slide on the right side of the window to see the row of buttons.)

10. Click on the “Back” button at the bottom of the window to return to the Utilization Tab screen. This returns the “Utilization Date” to “Today” so you will need to select from the “Change Date” drop down menu to begin the procedure to the next needed correction.
Part 2: Creating a Visit

1. To add an entry for a student’s attendance to WI or SI session that was not found in your Utilization search, select “Quick Visit” in the blue letters on the left side of Main Menu.

![Quick Visit](image)

2. Use the drop down menus on “Visit Info” tab to create your Quick Visit. This window is similar to the window used when verifying a student’s visit. However, all the fields must be filled in by the tutor to create the Quick Visit correctly.

![Visits Entry](image)

3. The most complicated field to enter is the Student ID#. All of the other fields can be done with the drop down menus, except “Time In”.

4. Click on the Student ID in blue to select a student.
   a. Type in “last name, first name”, if you don’t know the student ID #.

![Choose a Student](image)
b. Then fill in the other fields IN THIS ORDER ONLY!
   i. Date
   ii. Center – tutor subject area
   iii. Location
   iv. Reason – WI or SI
   v. Subject
   vi. Times of the visit (review how to fill in time # 8 above)

5. At the bottom of the window, click on the “Save” button, to save the Quick Visit created. “Save and New” allows input of several visits

6. Return to the Utilization Tab to verify that the Quick Visit was created. Cross check with your Attendance Sheets from the sessions for accuracy.
Instructions: Fill out all cells for each student. Please PRINT clearly

<table>
<thead>
<tr>
<th>Date</th>
<th>Last Name</th>
<th>First Name</th>
<th>Id Number</th>
<th>Dept-Course-Section# (e.g. ACCTG 111-006)</th>
<th>Course Name</th>
<th>Instructor Name</th>
<th>Time In-Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>