



## CAPSA Tutor Training

2008-2009 School Year

## CAPSA Missions

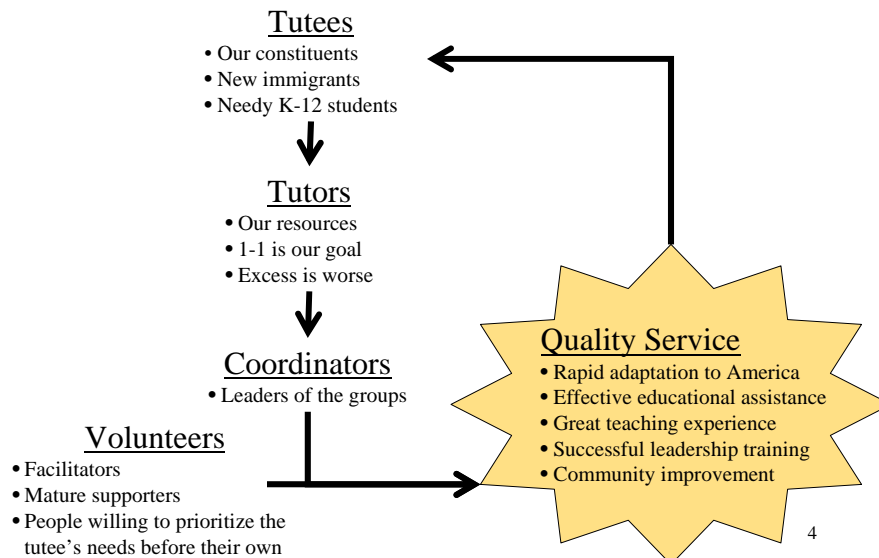
- \* To present educational issues and needs to Montgomery County Public Schools, Maryland (MCPS)
- \* To promote cross-cultural understanding in Montgomery County, Maryland
- \* To mobilize and utilize resources to enhance the multi-cultural environment in MCPS and Montgomery County
- \* To provide assistance to new immigrant and needy families in adjusting their lives to the Montgomery County educational system

## Tutoring Program Missions

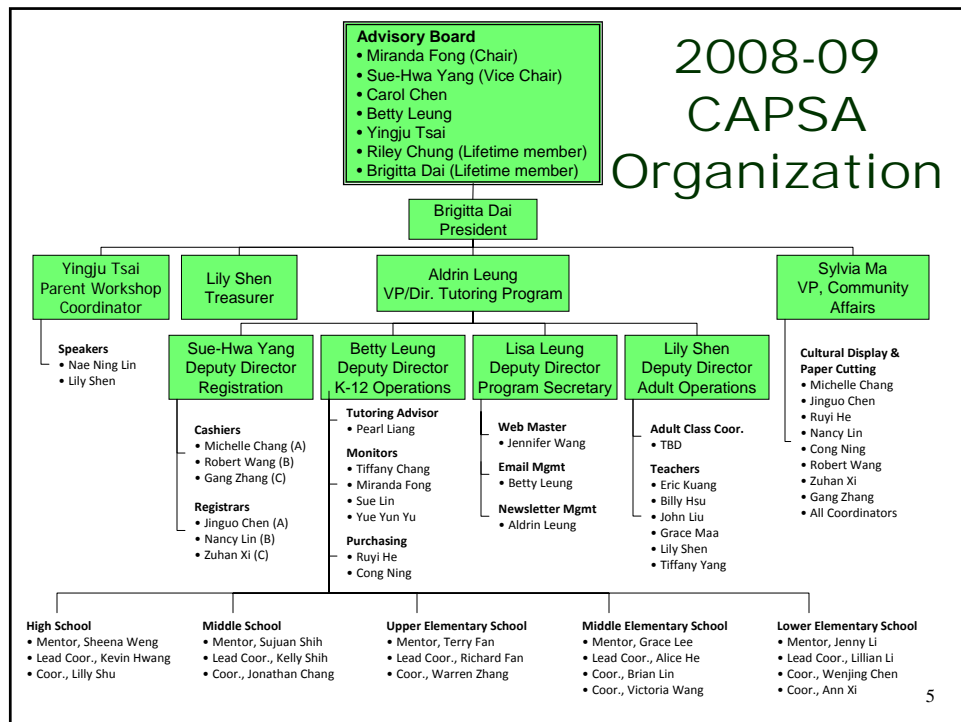
- \* Provide tutoring services to new immigrants and other needy students
- \* Share experiences with new immigrant families in Montgomery County in adjusting to the society
- \* Provide community service and leadership opportunities to qualified high and middle school students
- \* Extend services to adults through English classes
- \* Present educational issues and needs to Montgomery County Public Schools

3

## Attaining our missions



4



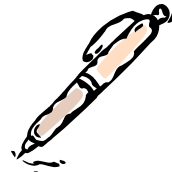
## Attendance!!



- \* **BE ON TIME!**
- \* Arrival time:
  - Coordinators: **9:50am**
  - Tutors & tutees: **10:00am**
- \* If unable to come...please call as soon as possible
  - HS Group – Kevin Hwang – (301) 309-0209 or [kevin.hwang@comcast.net](mailto:kevin.hwang@comcast.net)
  - MS Group – Kelly Shih – (301) 384-1337 or [kellykshih@gmail.com](mailto:kellykshih@gmail.com)
  - Upper ES Group – Richard Fan – (301) 424-0776 or [rfan09@yahoo.com](mailto:rfan09@yahoo.com)
  - Middle ES Group – Alice He – (301) 279-0820 or [alicehe30@yahoo.com](mailto:alicehe30@yahoo.com)
  - Lower ES Group – Lillian Li – (301) 469-0046 or [minli99@verizon.net](mailto:minli99@verizon.net)
  - Emergency – Aldrin Leung – (240) 505-6988
- \* Check [www.capsa-mc.org](http://www.capsa-mc.org) for announcements

6

## Let the day begin!



- \* Sign in at your tutoring group area in the sign in book labeled for tutors (Be honest about the sign-in time!)
- \* Go to your assigned seat and find your tutee. Don't wait for them to find you.
- \* If there is a problem with a tutor-tutee pairing, please contact a coordinator as soon as possible.
- \* Tutors should not do their own homework or socialize with friends during this time! It is dedicated to addressing the tutee's needs.

7

## Do's and Don't's...

- \* Please **do**
  - Communicate with and understand your tutee
  - Be patient with your tutee's request
  - Teach them to the best of your abilities
    - \* Find a teaching pattern or style that works best with your tutee
    - \* Relate to him or her
  - Provide teaching materials if needed (Many in the CAPSA boxes **or** bring some from home)
    - \* Books
    - \* Magazines
    - \* Worksheets
    - \* Material copied from workbooks
  - Ask coordinators for help



8

## Do's and Don't's... (cont'd)

### \* Please

- **Do Not** socialize with your friends
- **Do Not** eat your breakfast while tutoring
- **Do Not** bring outside homework to do or books to read
- **Do Not** play with your cell phone, listen to music, or use any other electronic devices while tutoring
- **DO NOT** DISTRACT OTHER TUTOR-TUTEE PAIRS
  - \* Do not sit next to your friends while tutoring if you feel like you will be distracted and stop focusing on teaching your tutee (Be responsible and mature!).
- **DO NOT** do all your tutee's homework and not let them do any thinking or work of his/her own.



9

## ABCs of tutoring



- \* **A**ssist with completing their schoolwork
- \* **B**e aware of your students' abilities
- \* **C**ultural problems? Try to understand them!
- \* **D**evelop their English skills (read the Teaching Skills Sheet to get an idea of important skills)
- \* **E**valuate which subjects need more help and find books and worksheets to improve them during the tutoring session
- \* **F**inish the day by assigning a little homework (A copy machine is available to make copies of books or workbooks)
- \* **G**ive praise and motivate your tutee!

10

## Basics

- \* Tutee needs to be able to reveal personal information
  - Name, Age, Address, Telephone Number, Name of School
- \* Build confidence
- \* Generate rapport with chats
  - Normal daily life
  - School activities
  - Differences in culture
- \* Constantly interact with the tutee even when they are working on problems



11

## Reading...

- \* Begin with a topic of interest
  - Ask tutee about his/her week, hobbies, academic problems, etc...
- \* Read books that are challenging for the tutee but not frustrating
- \* Encourage reading out loud
- \* Give a stopping point if unable to finish a chapter so tutee are not discouraged
- \* Read some background information
  - Correct pronunciation minimally to build confidence
  - Pick out vocabulary words
    - \* Explain them
    - \* Have them use the words in a new sentence



12

## Discussing...



- \* Discuss the reading and include some relevant firsthand experience
  - Use the wh-questions (who, what, when, why & where) to stimulate the discussion
    - \* Also try to stimulate discussions by relating the questions to their own lives or ask them to give an example of the main idea/topic of the story, if applicable.
  - Ask for summary
- \* Encourage them to apply new vocabulary
- \* Encourage them to speak in English

13

## Writing!

- \* Formulate the discussion into a piece of writing
- \* Practice brainstorming and outlining to create organized writing pieces
- \* Feedback should first focus on the content and then on its form and the way it was written/organized
- \* Grammar and spelling should not be fixed until after the tutees have experienced the thrill of uninhibited writing
- \* Have the tutee rewrite the corrected composition as homework



14

## Quality Improving...

- \* Goals:
  - Rapid adaptation to America
  - Effective educational assistance
- \* Gauge students' continuous growth
- \* Set high expectations – new immigrants and ESOL students are capable
- \* Leverage stimulating strategies to meet this demand

15

## Resources Available:

- \* Other tutors & coordinators
- \* Large collection of storybooks & novels
- \* Collection of workbooks & worksheets
- \* Textbooks and dictionaries
- \* Don't be fooled by the covers!

16



## At the end of the day...



- \* Fill out tutor and tutee records **completely**  
(Tutee records may be treated as informal report cards to parents)
- \* Return the records and name placards to coordinators
- \* Continue tutoring **until** the bell rings
  - If tutee is finished with his/her homework, go get a textbook from the program at an appropriate level for your tutee and work on new work from there. Try to pick a subject of interest to your tutee like math, reading, science, or social studies.
- \* Help coordinators clean up and put away books  
(Don't leave books laying around, throw away napkins from the snack, put away pencils, pens, crayons, etc.)

17

## Remember:

- \* Be Responsible!
- \* Use your common sense! If you don't know something...ASK a coordinator or adult volunteer!
- \* Read the Tutor Guidelines and Skills Sheet to improve your teaching skills! Remember, your goal is to help your tutee!
- \* Tell your lead coordinator if there is any change in phone number/email address so they can easily contact you when anything comes up.
- \* You're the key to helping your tutee!

[www.capsa-mc.org](http://www.capsa-mc.org)  
[info@capsa-mc.org](mailto:info@capsa-mc.org)

Thank you for listening ☺

18