



# CAPSA Tutor Training



2008-2009 School Year

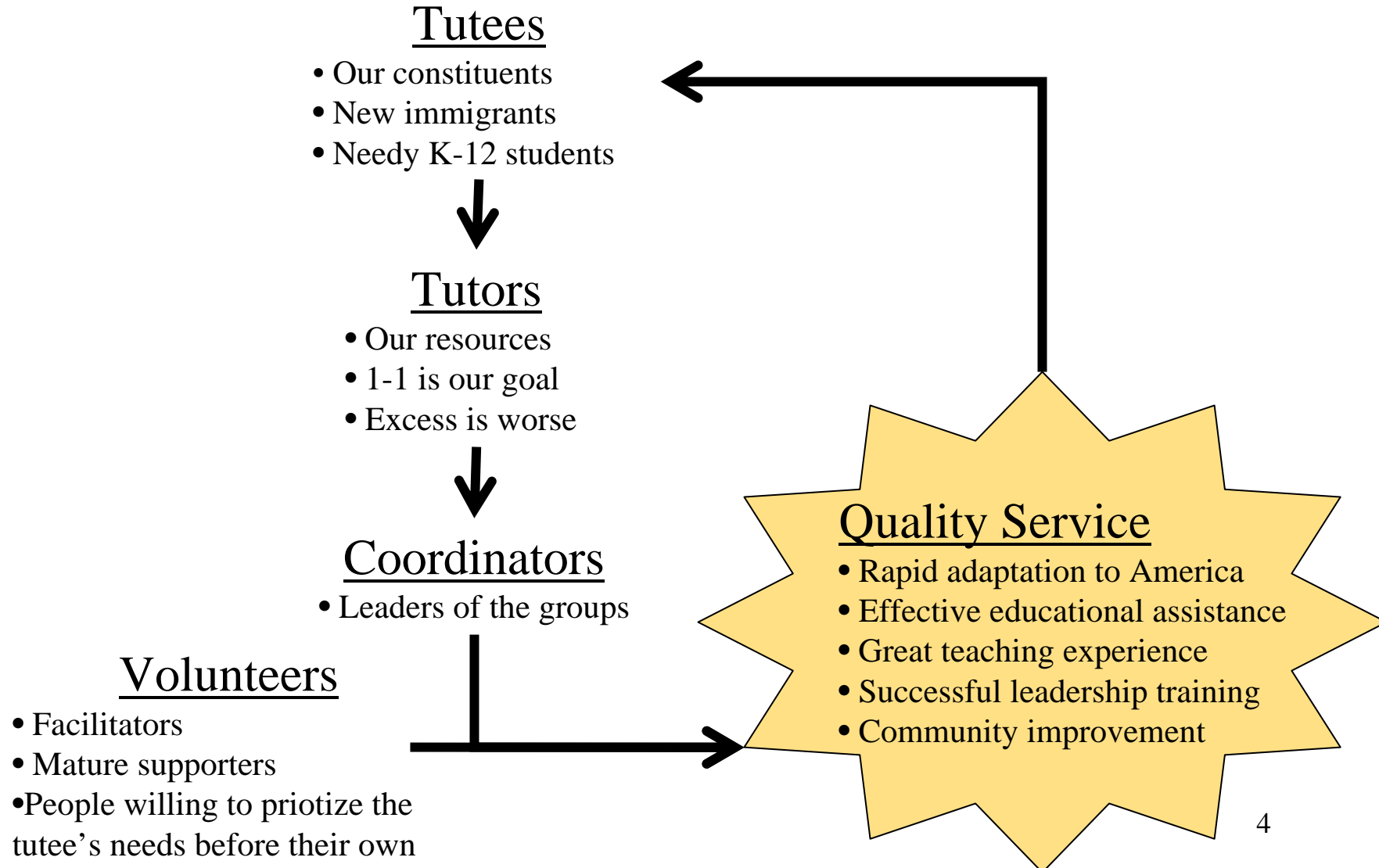
# CAPSA Missions

- ★ 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

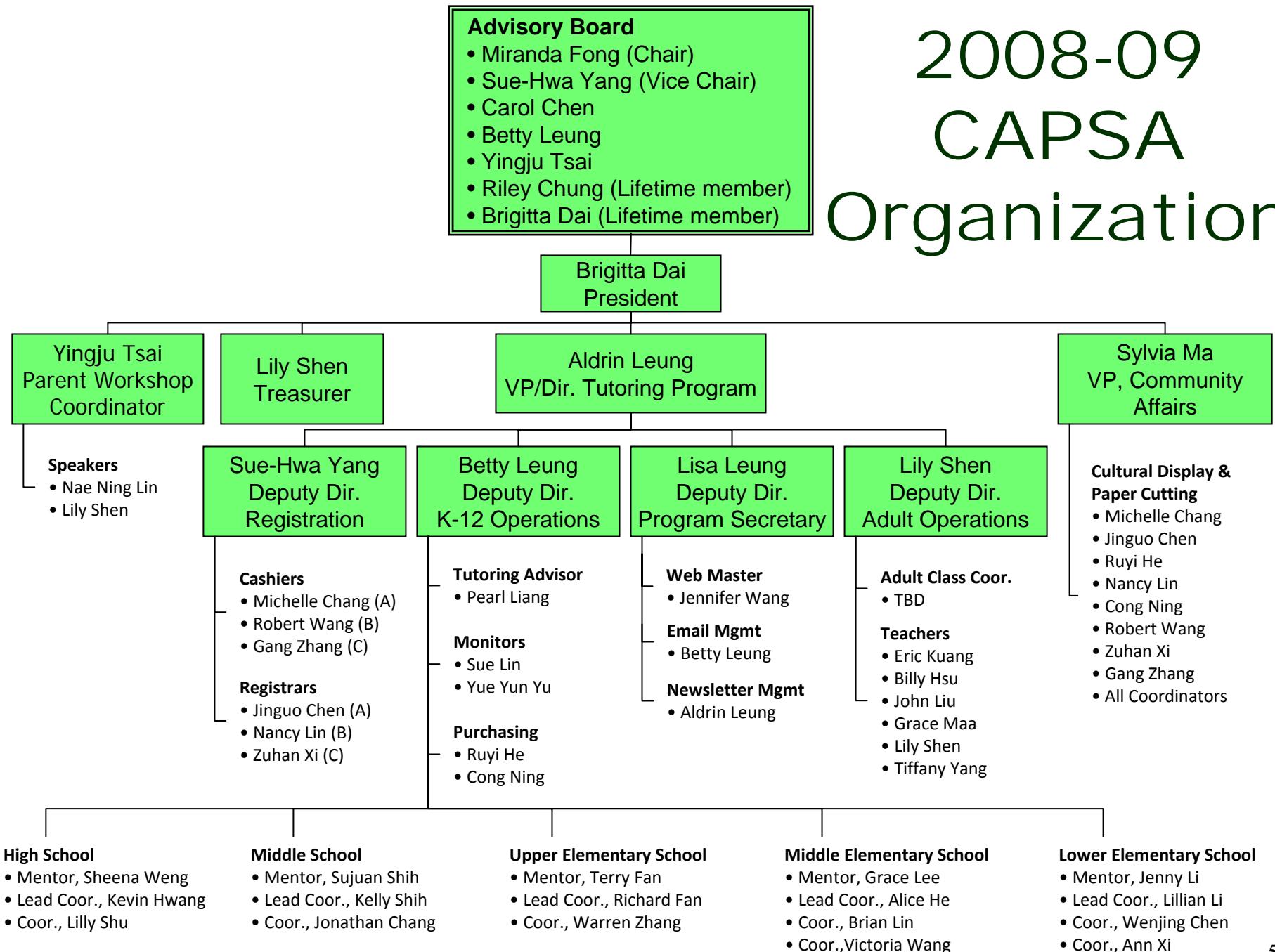
# Tutoring Program Missions

- ★ 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

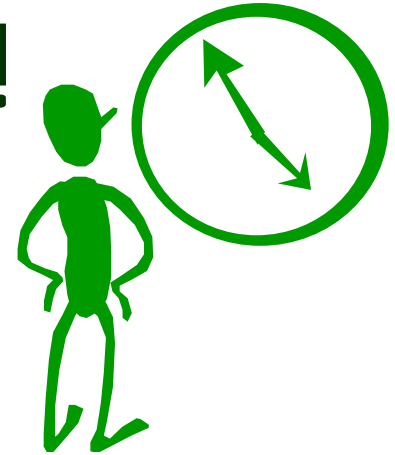
# Attaining our missions



# 2008-09 CAPSA Organization



# 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

# 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!)
- ★ Pick up your nametag and wear it visibly (Very important!)
- ★ 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.

# 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





# 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.



# 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!

# 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



# 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



# Discussing...



- ★ Discuss the reading and include some relevant firsthand experience (i.e. the latest dental appt)
  - 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

# 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



# 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

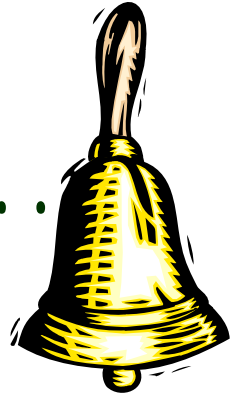
# Resources Available:

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





# 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, placards **and** your nametag 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.)

# 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 ☺