

Supervised Tutor Training Form 1

Date and Time of Tutoring _____

Select the Level of Tutor Training _____ Level 1 _____ Level 2 _____ Level 3

Student's First Name _____

Personal Trainer _____

Tutor _____

The goal of this form is to record a tutoring session and lead the tutor toward conscious exploration of the complexity of tutoring. The content of this form must be verified and signed by the Personal Trainer.

As a tutor, you “participate jointly in analyzing hypothetical scenarios, concepts, and problems. Consider multiple points of view. Critical thinking skills can be acquired gradually via practice and active engagement in the tutoring process” (Dzubak M., 2009). The meta-cognitive approach to tutoring is developed to lead students to independent, self-directed learning.

1. Select the type of the tutee's classroom instruction:

iTV online hybrid face-to-face independent

2. Briefly describe the tutoring task:

Subject

Assignment

Briefly describe your method of tutoring.

Resources

Dzubak M., (2009). Principals of effective tutoring: Relationship variables and cognitive strategies. *The appts of Tutor Training*, 38 - 48.
MacDonald, R. (1994). *The Master Tutor: A guidebook for more effective tutoring*. ISBNB 0-935-637-19-2: Library of Congress Number 95-70557.
Melton, R. (2003). Subject area tutor training. In Deese-Roberts, S. (Ed), *Tutor training handbook* (pp. 141 - 145). Lenexa, KS 66285.

3. What learning materials and strategies were used in this tutoring session?
- ❖ Briefly describe all learning materials **suggested by the instructor**.

 - ❖ Briefly describe all learning materials (if any) **suggested by you as a tutor**.

 - ❖ Briefly describe all learning materials (if any) **developed in the tutoring session**.
4. Tutoring strategies used in this session. Please, list specific information about all selected strategies.
- Effective communication (*Please, be specific.*)

 - Informal assessment (*Questions, observations, or nonverbal clues*)

 - Student academic strength used in this session

 - Tell us about your observations of students' learning preferences (active, reflective, sensing, intuitive, sequential, global, transforming, performing, conforming, or resistant)

 - Scaffolding in the zone of proximal development (Vygotsky)

Resources

Dzubak M., (2009). Principals of effective tutoring: Relationship variables and cognitive strategies. *The arts of Tutor Training*, 38 - 48.
MacDonald, R. (1994). *The Master Tutor: A guidebook for more effective tutoring*. ISBN 0-935-637-19-2: Library of Congress Number 95-70557.
Melton, R. (2003). Subject area tutor training. In Deese-Roberts, S. (Ed), *Tutor training handbook* (pp. 141 - 145). Lenexa, KS 66285.

- Active and multisensory tutoring (Learning Styles)

- Academic goals and objectives (Meta-cognitive Strategies)

- Elements of the Tutoring Cycle (MacDonald, 1994)

- Other (list all additional strategies)

5. Describe student's level of learning independence.

6. Describe effect of tutoring session on the tutee's ability to continue his/her work without tutoring.

Please, discuss this form with your personal tutor trainer as soon as possible:

Signature

Tutor: _____ Tutor Trainer: _____

Resources

Dzubak M., (2009). Principals of effective tutoring: Relationship variables and cognitive strategies. *The appts of Tutor Training*, 38 - 48.
MacDonald, R. (1994). *The Master Tutor: A guidebook for more effective tutoring*. ISBNB 0-935-637-19-2: Library of Congress Number 95-70557.
Melton, R. (2003). Subject area tutor training. In Deese-Roberts, S. (Ed), *Tutor training handbook* (pp. 141 - 145). Lenexa, KS 66285.