**Writing Center Tutor Training Overview**

**Structure of Training Program:**

Trainees are assigned a mentors who will be sure that their training time in the Writing Center (4 hours a week) is helpful to their development. Trainees will observe, interact with clients and tutors during sessions, complete written exercises or do interactive exercises to help them meet the goals for the week as well as any additional improvement goals outlined in individual feedback.

Trainees will also complete **written modules must be completed at required times outlined below.** Feedback on modules will be included in feedback on performance in the Center overall on SUNDAYS by noon. At Friday TRAINING MEETINGS, trainees will participate in group and individual assessment exercises. Feedback on these will be included in the Sunday email from the Director.

At any stage, training may be extended to be sure that the trainee has sufficient practice and has developed the skills necessary for the next stage of development. Trainees—in collaboration with the Director—may decide to terminate the training process if sufficient and timely progress is not being made.

To Be Completed as Part of Hiring Process:

* Grammar, Syntax, Style Review
* 3 appointments as a client in the Writing Center. Must be completed before the end of training. Recommended to complete before training begins.
* Handbook review (quiz at first training/orientation meeting)

Stages of Training: (Each lasts approximately one week)

1. Modeling
2. Guided Tutoring
	1. Tutor Moves
	2. Goal Setting
3. Independent Tutoring
4. Self-Directed Development

Training Meeting Assessment Exercises

1. Handbook Quiz
2. Reflection essay
3. Strategy Talk-Through
4. Problems-Strategies Assessment
5. Mock Session
6. Grammar/Syntax Performance Assessment
7. Clarity/Style Assessment
8. Hacker Quiz

Evaluation Process: The Leadership Team, comprising the WC Director, Training Supervisor, lead tutor(s), and training assistants meet weekly to assess each trainee.

**Frequently Used Tutor Terms:**

* ***Goals*** – every session in the Center starts with the client and tutor setting session goals to help focus the work
* ***Move*** – a small step or task used by tutors to get clients thinking more critically (e.g. reading aloud, annotating the assignment sheet, bracketing the thesis, circling the evidence, asking critical “how” and “why” questions). Moves are always facilitated through tutors.
* ***Strategy*** – think about these as running a play in sports, in that they are a series of concrete steps through which tutors lead clients, in order to address an issue in the writing or to create an end product (e.g. backwards outlining, reading-to-write notes, free-writes). Clients can run them independently or with a tutor.
* ***End Product*** – what the client takes away from the session. It is often a new product, such as a brainstorming chart, an outline, or a thesis statement, but it could also be a marked up draft or paragraph. End products must be clean, legible, and client-friendly. Every session must end with an end product, and tutors should review end products with clients to check understanding and ensure confidence in the client’s next steps.
* ***Reflection*** – it is a requirement for this job that all staff members consciously and consistently reflect on and improve their practice. Reflections involve identifying parts of your work that did not succeed and devising alternatives for the future, as well as celebrating successes.
* ***Tutor Binder—***a 3-ring binder of materials that tutors use in sessions to support explanations of writing processes and expectations.
* ***Hacker Guide—***The College’s style handbook that is required for all first year students to purchase.

**Stage 1: Modeling**

Goals :

1. Engaged observation of sessions

* Take notes during observation and engage in active listening behaviors
* Recount major moments of the session and resources used

2. Establish reflective framework for session

* Being able to recount the major differences between appointments
* Being able to identify session goals, the tutor’s plan to achieve goals, and the end product
* Identifying tutor moves and subsequent client reactions

3. Exhibiting professionalism through behavior and interactions

* Punctuality
* Following WC policy
* Submitting work and returning emails in a timely manner
* Exhibiting pleasant and collaborative attitude with other members of staff and clients

Structure:

Shift #1:

* Trainee observes tutor/mentor and completes Protocol Checklist on report page.
* Bring print out of completed Managing Time Module and Session Protocol Module for discussion with mentor or to be turned in to Staff supervisor for review.

Shift #2:

* Trainee observes tutor/mentor and completes Session Observation Form.
* Bring print outs of completed Identifying Global and Local Revision Issues and Discussing Essay Structure modules for discussion or to turn in to Staff Supervisor for review.

**Stage 2: Guided Tutoring—Understanding Tutor Moves**

Goals:

1. Engaging comfortably and professionally with clients

* Introducing yourself to client
* Looking client in the eye, speaking up, and smiling
* Using appropriate language
* Sticking to the goals of a session and the philosophy of the Center

2. Establishing reflective framework for self

* Understanding how and why sessions go well/poorly
* Identifying the “tutor moves” and client’s reaction to them
* Generating alternative practices/choices

Structure:

* Mentor will lead session and call in trainee to complete individual tasks (e.g. creating the backwards outline or a brainstorming chart)
* At the end of each session, the tutor will write the session report, while the trainee completes a Strategy Outcome Form
* To Shift #1: Trainee brings print out of the Brainstorming & Outlining module and Communications Module.
* To Shift #2: Trainee brings print out of the Reverse Outlining and Argument Mapping module.
* For Friday meeting, the trainee must bring the Developing Thesis Statement, Introductions and Conclusions modules.

**Stage 3: Guided Tutoring—Setting Session Goals**

Goals:

1. Assessment of writing/clients’ needs

* Gathering sufficient information from clients
* Explaining possible and appropriate goals
* Assessing importance of goals and sequence of goals
* Identifying appropriate strategies
* Describe a helpful end product

2. Practicing self-assessment to improve practice

Structure:

* Trainee will open appointment, set goals/plan and close the appointment; the tutor will execute the trainee’s plan and do the tutoring
* At the end of each session, trainee will write the report and the mentor will complete a Report Critique Form for that report
* To Shift #1: Trainee must bring print out of Setting Session Goals module
* To Shift #2: Trainee must bring print out of Report module and Creating Useful End Products module.

**Stage 4: Independent Tutoring**

Goals:

Complete an entire appointment successfully

* Keeping the appointment moving/client talking and/or active and avoiding extended silences and hesitation
* Listening to/addressing client concerns
* Setting session goals that relate to reason client came in
* Focusing on pre-determined session goal(s) the entire time (If changing focus, explaining why)
* Completely addressing/resolving the goal(s) (If not, explaining to the client what they must do to finish)
* Effectively applying feedback
	+ Recording feedback when its given
	+ Asking questions to clarify feedback
	+ Applying feedback in timely manner
	+ Writing reports that reflect feedback

Structure:

* Trainee will use another tutor’s client and will run the entire session, with the tutor observing
* At the end of each session, the trainee will write the session report
* To Shift #1: Trainee brings print out of the Teaching Clients to Edit and Using Diane Hacker’s A Pocket Style Manual module
* To Shift #2: Trainee brings print out of Communication module

**Stage 5: Self-Directed Development**

New Tutor Goals

1. Exhibit confidence to lead session

* Assuming a partnership role and tone of voice during appointment

2. Embracing and promoting Center mission

* Using Center resources and strategies, rather than making up new ones
* Consistently tutoring instead of teaching
* Contributing to staff meetings

Structure:

New tutors will be added to the scheduler and receive their own clients.

In first week of Self-Directed Development, new tutor will be observed by either WC Director, Training Supervisor, or Language Specialist**.**

New tutor will meet with the person who observed them, in order to receive specific feedback and goals.

New tutor will complete modules and other projects assigned by Staff.