

A TUTOR TRAINING CALENDAR

	Program Operation	School or Site Culture	Learning Support	Learner Relationships
AUGUST	<p>Program introduction What are the mission and goals of the program? What are volunteers' roles and responsibilities? What does the calendar year look like?</p>	<p>School policies, operating procedures What are the school's or site's volunteer policies and protocol for entering the school and working with students? Who can help?</p>	<p>Basic subject strategies, I Where can tutors go to learn what they need to know about the subjects they are tutoring?</p>	<p>Child/youth development What are appropriate expectations for the physical, social, cognitive, and emotional development of targeted students?</p>
SEPTEMBER	<p>Reporting systems What reporting systems will track program outcomes and what is the responsibility of the tutor?</p>	<p>School or site orientation When can we establish a time for tutors to meet teachers and staff, find their space, and establish systems of communication?</p>	<p>Planning a tutoring session What mix of activities will be varied and motivating, while helping to meet learning goals?</p>	<p>Beginning a relationship What behavior management skills and other strategies help tutors form a positive relationship with their tutees?</p>
OCTOBER	<p>Forming teams How can tutor teams collaborate to support each other and sustain high-quality service?</p>	<p>Connecting with school curriculum How can tutoring support established instructional goals for each child?</p>	<p>Subject strategies, II What advanced strategies will continue to build academic tutoring skills?</p>	<p>Cultural sensitivity What information will help tutors relate sensitively across cultures?</p>
NOVEMBER	<p>Community outreach How and where can volunteers find support and resources in the larger community?</p>	<p>Connecting with teachers How can we improve communication systems to help tutors support classroom teachers?</p>	<p>Identifying strengths How can we identify and build on the unique assets of each child?</p>	<p>Meeting challenges What additional information will help tutors meet particular student needs or challenges?</p>
DECEMBER	<p>Celebration How will we share successes and celebrate achievements?</p>	<p>Family activity planning How can we reach out to engage families in the program?</p>	<p>Multiple ways to learn What information helps tutors address different pathways to learning?</p>	<p>Vacation strategies How can tutors support students through the school vacation with activities that maintain progress and contact?</p>
JANUARY	<p>Mid-year reflections and reporting What activities and reports (see September) will assess learner progress at mid-year?</p>	<p>Family follow-up What special efforts will continually involve families to support their child's learning?</p>	<p>Enrichment resources What additional projects and activities can support tutors in planning sessions?</p>	<p>Student check-in and goal setting How can we engage learners in assessing their own progress?</p>
FEBRUARY	<p>Team development What challenges exist within tutor teams, and how can teams be empowered to address them?</p>	<p>Trouble shooting What challenges have arisen with scheduling, relationships, space, etc., and how can we resolve them?</p>	<p>Applying achievements How can tutors help students extend new skills into their daily assignments?</p>	<p>Supportive relationships How can we build on what we have learned so far about preventing and addressing ongoing behavior challenges?</p>
MARCH	<p>Big-picture discussion What social, economic, and political conditions affect our tutors and the work we are doing?</p>	<p>Teacher/tutor dialogue What are the current strengths of teacher-tutor interactions, and how can they be enhanced?</p>	<p>Extending resources How can tutors serve as resource guides to books, Web sites, and research that support student work?</p>	<p>Sharing stories What stories do tutors and students have, and how will they be celebrated and preserved?</p>
APRIL	<p>Local networking In what ways can we collaborate with other local tutoring programs to share lessons learned and resources?</p>	<p>Final family event What culminating activity will celebrate student gains and provide family members with resources for continued support?</p>	<p>Culminating projects and assessments How can we collect information and conclude student work to complete the year successfully?</p>	<p>Service learning field experience What community activity can tutors undertake to enrich their learning?</p>
MAY	<p>Year-end evaluation/celebration What final reports demonstrate progress, and how will we celebrate their completion?</p>	<p>Family event reflection What feedback can families provide about student growth and achievement?</p>	<p>Continued learning What enrichment and take-home activities will support learning during the summer?</p>	<p>Saying goodbye What strategies will create positive farewells and closure for both tutors and students?</p>
JUNE/JULY	<p>Final reflection/evaluations How well did we meet program goals and objectives and what improvements can we plan?</p>	<p>Evaluating school relationship How well did we interact with the school this year and how can we improve?</p>	<p>Evaluating achievements How well did tutors and students evaluate learning growth?</p>	<p>Evaluating student/tutor growth How do students and tutors describe their personal growth and the quality of their relationship to learners?</p>

*A note about word choice: While most tutoring programs base volunteer activities at school sites, an increasing number are also engaged in out-of-school time and community-based organizations. Though the topics presented here often focus on school settings, they also apply to any site where tutoring occurs.