

An Introduction to The Saturday Tutoring Program



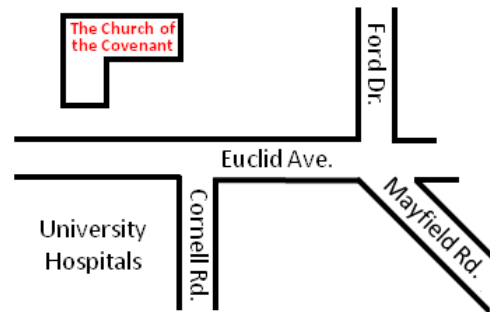
Thank you for your interest in The Saturday Tutoring Program at The Church of the Covenant. We're looking forward to meeting you!

This brief guide will give you a better idea of what to expect on your first day as a tutor in our program. You may also refer to it later as you develop your tutoring skills.

FIRST-TIME VOLUNTEERS

On your first Saturday, please arrive at the church at 9:15 a.m.

The Church of the Covenant is located at 11205 Euclid Avenue in University Circle (across from University Hospitals). Parking is free in the church lot.



Enter the parking lot from Euclid Avenue. From the parking lot, enter the building by going down the patio stairs outlined by large, brightly-colored signs.

We'll have you fill in a one-page registration form, make a nametag, and add your name to our attendance list.

We'll give you a brief orientation that covers basic procedures and an overview of our supply collection.

Then you will begin working with students who need to study a subject you're willing to cover.

TYPICAL SATURDAYS

BEFORE

Read the weekly e-mail in advance. It includes important announcements.

Arrive early (at 9:45 a.m.).

Sign in on the attendance list and put on your **nametag**.

Sit at the head of a table. The numbers on the tables indicate the students' grade level.

Use the time to **peruse materials** from the supply collection.

DURING

A coordinator will bring one or two student(s) to your table and **introduce you** to each other.



Build rapport with your student(s). Introduce yourself again. Shake hands, especially with older students. Talk to the student(s) for a few minutes so they begin to feel comfortable with you. What schools do they go to? What are their favorite classes? What do they like to do for fun?



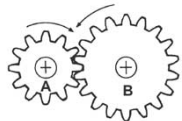
Find out what the student needs to study. Ask the students what they need to work on. You can also refer to their green progress sheets. The sheets summarize what they have worked on previously. Look in the right-hand column for topics they have not “mastered”. If you have two students, they can work on the same material so that YOU are covering one topic at a time.



Choose materials that you can use to cover the areas the students need to work on. The students may have brought their homework. If not, the program has a collection of books, reading kits, whiteboards, flashcards, educational games, sample tests, and more. By arriving early each week, you’ll have time to become familiar with the supplies that fit your tutoring style.



Narrow down the subject area. For example, a student may say he needs to work on math. Ask him what he has been doing in math class. If the student doesn’t have specific kinds of math problems in mind, try looking through a workbook or textbook together and ask the student to find the kinds of problems he needs help with—percents, area, probability, etc.



Switch gears if necessary. It is human nature to try to avoid subjects that are hard. Sometimes if a student says she needs to work on reading, she may be a great reader. Then you should say, “Let’s do a little bit of math” (or vice versa). With some encouragement, the student will tackle the subject that is giving her difficulty.



Tutoring should involve two-way communication. Listen to the student as much as you talk to him/her. Listening and asking questions is an important way to tell whether the student understands what you are covering.



Refreshments will be served at about 11:00 a.m. Please wait for a coordinator to come to your table to tell you when you may line up for juice and donuts. Give your students (especially younger ones) a break while they have their refreshments. Use this time to continue talking with the students about hobbies, career plans, etc. to build more rapport.



Resume studying subject(s) that the students need to cover. With younger students, you may want to study one subject (e.g. math) before the break, and then cover a new subject (e.g. reading) after the break so you can hold the students' attention.



Have the students practice their writing skills. All of the state tests require the students to write essays, so we want the students to write each week. Writing prompts will be provided, or you and the students may come up with your own topics.



Have the student review what you worked on. For example, ask the student to explain step-by-step how to do the kind of math problems you have covered. Ask the student to summarize the story you have read.



Thank the student for coming and **point out** something that the student did well.

AFTER

Fill in each student's green progress sheets. Write the date, your name, and a detailed description of what the student did. Include book titles, page numbers, etc. The more detailed your summary is, the more helpful it will be to the next tutor who works with the student. Indicate whether the student mastered or understood the topics covered.

Clean up your area. Put away all supplies and throw away all trash.

Turn in the students' green progress sheets and their writing samples at the door.

Put away your **nametag** so it will be available the next time you volunteer!

THANK YOU for participating in The Saturday Tutoring Program!
The church could not run this program without the help of community volunteers.
YOU make the program possible!