

**Mountain Brook High School
Writing Lab
Peer Tutor Faculty Recommendation Form**

To be completed by the student:

Student's Name: _____

I have expressed interest in the Mountain Brook High School Writing Lab as a peer tutor.

Applicant's Signature: _____

To be completed by the faculty member:

Please share your opinion of this student's qualifications for a tutor position. For comparative assessment, please check the boxes below. If you feel we should know any additional information that could be used in the hiring decision, attach your written comments on an additional sheet of paper.

	Exceptional	Above Average	Average	Below Average	Unable to Judge
Quality of Academic Work					
Communication skills					
Reliability/Punctuality					
Relates Well to Others					
Writing Ability					
Leadership/Motivation					
Overall Suitability for the Tutoring Position					

Name: _____

Position/Title: _____

Email Address: _____

How long have you known this student? _____ In what capacity? _____

Signature: _____

Please return the completed form and any attachments to the English department head,
Christina McGovern: mcgovernnc@mtnbrook.k12.al.us

Must have a high level of patience and a sincere desire to share their academic successes and abilities with their peers;

- Must reveal a professional attitude and an ongoing sense of responsibility, pride, and enthusiasm for the overall tutorial program, and;
- Must be willing to keep accurate, honest, and detailed records to be submitted in a timely manner as specified by college staff and/or the Academic Success Center Coordinator.

Responsibilities:

- To respond promptly to tutoring requests.
- To communicate effectively with tutees about their academic needs.
- To maintain current, updated knowledge of course materials.
- To confer with and/or refer to the Academic Success Center Coordinator regarding tutee needs outside the content area.
- To attend tutor-training sessions and meetings.
- To maintain records of progress data as expected and required, and keep the Academic Success Center Coordinator updated about changes in tutoring status.

**Mountain Brook High School
Writing Lab
Peer Tutoring Application Packet**

General Instructions

Thank you for your interest in our peer tutoring program. Please complete the following application information and return the completed packet to the **Smucker Learning Center in B-107. If you have questions, contact the Smucker Learning Center at 330-684-8960.**

Qualifications: Applicants must have a minimum grade of B in any classes they wish to tutor. Peer tutors must be enrolled as full time students to qualify for Smucker Learning Center jobs. **If your enrollment status drops below full-time at any point during the semester, your employment will be terminated immediately.** Mandatory tutor training sessions are held before the beginning of each semester and must be completed prior to scheduling student tutoring sessions.

Referral Forms: Please provide two referral forms completed by individuals who can speak to your qualifications for a tutoring position. The Faculty Referral Form must be completed by a faculty member in the subject area you wish to tutor. The Character Referral Form should be

completed by a non-related individual who can speak to your interpersonal and/or academic skills. Use the attached forms, which may be supplemented with an additional letter of recommendation.

Only applicants who submit a complete packet will be considered for an interview. Those selected for an interview will be contacted via email or phone.

Hiring decisions will be based on program needs and the qualification of the applicants.

Your packet should contain the following completed materials:

- Peer Tutor Application
- Resume
- Faculty Referral Form
- Character Referral Form
- Academic Transcript (Unofficial transcripts can be printed through ZipLine.)

Peer Tutor Job Description

Voorhees College Academic Success Center

Qualifications:

- Must be currently registered at Voorhees College as a sophomore, junior, or senior;
- Must complete a *Tutor Application* and become acquainted with the *Tutor Job Description*;
- Must provide recommendations from faculty, especially in those courses that will be tutored;
- Must have obtained a 3.0 GPA or higher in any and all courses you wish to tutor;
- Must maintain at least a 3.0 overall cumulative GPA while in the tutoring position;
- Must have a high level of patience and a sincere desire to share their academic successes and abilities with their peers;
- Must reveal a professional attitude and an ongoing sense of responsibility, pride, and enthusiasm for the overall tutorial program, and;
- Must be willing to keep accurate, honest, and detailed records to be submitted in a timely manner as specified by college staff and/or the Academic Success Center Coordinator.

Responsibilities:

- To respond promptly to tutoring requests.
- To communicate effectively with tutees about their academic needs.
- To maintain current, updated knowledge of course materials.

- To confer with and/or refer to the Academic Success Center Coordinator regarding tutee needs outside the content area.
- To attend tutor-training sessions and meetings.
- To maintain records of progress data as expected and required, and keep the Academic Success Center Coordinator updated about changes in tutoring status.

APPLICATION TO BECOME A PEER TUTOR

PLEASE PRINT CLEARLY and return to:
Andrea Todd, Peer Tutoring Coordinator, Saint Michael's College
 Academic Enrichment Commons, Klein 112, ext. 2594

I. Student Information					
Today's Date:	_____		Semester & Year:	_____	
Your Name:	_____			M / F	
	<small>(First)</small>	<small>(Middle Initial)</small>	<small>(Last)</small>	<small>(Nickname)</small>	<small>Gender</small>
Student ID #:		Are you now or have you ever been on the SMC payroll?		No / Yes Workstudy or Non-workstudy?	
Check Class Status:	FR ___ SO: ___ JR: ___ SR: ___	Graduation Year: _____			
Campus Phone #:	_____		E-mail Address: _____		
Campus Address:	_____				
	<small>(Dormitory and Room Number)</small>				
Cell Phone #:	_____				
	<small>(Include this number only if you want it used as a possible contact #)</small>				

I. Academic Information							
Major:		Minor:		Overall GPA:		GPA in major:	

EMAIL COMMUNICATIONS ARE A KEY PART OF THE TUTORING PROGRAM, ESPECIALLY BETWEEN TUTOR AND CLIENT AND TUTOR AND COORDINATOR. ARE YOU WILLING TO REGULARLY CHECK AND RESPOND TO YOUR SMC EMAIL? _____

Part III. References

Please obtain the signatures of Saint Michael's College Department Chairs or faculty members for each subject area you plan to tutor, preferably the professor(s) of the course(s) you wish to tutor.

Student: Print faculty name(s) below.	Faculty member: Indicate position or title	Signature of faculty member:

Note to faculty members: By signing above, you confirm that this student is a strong candidate for tutoring based on his/her academic performance in the intended subject area(s) as well as other necessary attributes such as enthusiasm for the subject, initiative, organization, and ability to collaborate with others. If you wish to add any specific details about this student's strengths, please do so below (or email me at atodd@smcvt.edu).

Part IV. Tutor Agreement

I have read and understand the tutor guidelines (attached). I agree to follow these guidelines and uphold the Academic Integrity Policies of Saint Michael's College if I am selected to be a peer tutor.

Student Signature: _____

Date: _____

PEER TUTOR GUIDELINES

~How to become a subject area peer tutor and what to do once you are a tutor~

- STEP 1:** Fill out a **Peer Tutor Application** and submit it Andrea Todd, Peer Tutoring Coordinator in Klein 112. You **must be at least a second-semester freshman** and **receive a recommendation from a professor in the subject(s)** for which you'd like to be a tutor. Applicants will be invited to interview for available positions. Selections are based not only on strong academic performance in the intended subject coupled with faculty recommendations, but also on student **availability** and other necessary attributes such as **enthusiasm for the subject, initiative, organization, and ability to collaborate with others.**
- STEP 2:** **Attend an orientation workshop with the Peer Tutoring Coordinator. This is a requirement of becoming a peer tutor and must occur *before* tutoring can begin.** Group orientation sessions will be scheduled at the beginning of the fall and spring semesters. If you are submitting an application after one of those sessions and your

assistance is needed before the next semester begins, then an individual orientation meeting will be scheduled. You will be compensated for attending the orientation.

STEP 3: Fill out the Human Resources forms so you can get paid for the tutoring you do:

Forms for required for employment: <http://www.smcvt.edu/On-Campus/Offices-and-Services/Human-Resources/Forms-and-Resources.aspx#tab2>

____ I-9

____ W-4

____ 030 Non-Workstudy Student Authorization form.

This last form must be filled out at the beginning of each academic year, even if you've filled it out in a prior year, or for a different position on campus.

STEP 4: Receive a call or email from the Peer Tutoring Coordinator when a student requests services in your academic specialty throughout the semester. This communication will contain the client's contact information and any other necessary instructions.

STEP 5: Contact your client to determine a mutually agreeable time, day, and location to meet. Don't wait for the other party to make the first move!

STEP 6: Meet with the student, conduct your tutoring session, and fill out a Session Report with him/her as you proceed through your session. Tutoring sessions usually are 1 hour, but may be shorter or longer depending on the situation.

STEP 7: Return copies of the Session Report to Klein 112 along with the 030 Non-Workstudy Student Timesheet at the end of each bi-weekly period. It is essential that these be filled out accurately and handed in on time. You will receive a payroll schedule and a supply of timesheets and session reports as part of your Tutoring Toolkit during your orientation.

Please note: You may tutor each client for a maximum of 3 hours per week. If more assistance is required, then refer the tutee to his/her professor or call the tutoring coordinator.

PEER TUTORING SESSION DOS AND DON'TS

The tutoring process is a two-way street. The tutor and client share an equal weight of responsibility for getting things done in a productive and effective manner. The following are some things you can do to make each session successful.

DO...

- **Be on time.**
- **Welcome your fellow student by name and with a smile. Set him/her at ease.**
- **Prompt the client to take the lead by describing his/her questions and concerns about the assignment or subject matter and explaining what his/her goals are for the session. Record these goals on the Progress Report sheet and set an agenda.**

- Invite the client to talk about his/her preferred learning style or best way of learning. Find out his/her strengths and use them to improve his/her weaknesses.
- Give the client your full attention. Listen well and empathize with your client's problems. Incorporate a give-and-take attitude so that your client can actively learn through discussion.
- Use your time well by keeping the session on track and focused to the task at hand.
- Be honest with your client and respect SMC's academic integrity policy.
- Maintain a sense of humor when appropriate. Emphasize your client's accomplishments and end the session on a positive note. Schedule the next session if applicable.
- Contact the Peer Tutoring Coordinator if issues arise with the student's behavior, performance, or attendance. You have the right to refuse to work with a student who has repeatedly missed appointments without providing sufficient notice or reasons. You also have the right to refuse a meeting on short notice (i.e. the night before an exam is not an appropriate time to request assistance unless the session was previously arranged or you are open to being flexible).
- Attend periodic training workshops for tutors throughout the semester to hone your tutoring skills, share useful tips, and discuss any challenges you are having.

DON'T ...

- Don't begin tutoring a student who has not met with the tutoring coordinator and filled out the appropriate paperwork. The client needs to complete a **Student Request form for Tutoring Services**. These steps are also necessary to track tutoring activity in order for you to get paid.
- Don't do the client's assignments for him/her. Your job is to answer questions and help clarify any confusing information. Encourage your client to come prepared for the tutorial sessions with appropriate materials, questions, and concerns.
- Don't expect every tutoring session to be 100% successful. Remember, it takes time to get to know your client and his/her learning style and needs. Chances are, you are *always* helping your client in some way, even if it is only to model and encourage better study habits.

Mountain Brook High School Peer Tutorial Application

Please print in blue or black ink.

I. Student Information

Name: _____

Date: _____

School e-mail: _____

Please rate yourself in the following categories on a scale of 1-6 (6 being superb).

____ Attendance

____ Knowledge of writing conventions

____ Ability to work with others

____ Reliability

____ Writing Ability

____ Leadership

Please respond to the following questions:

1. If you had a student with a question that you could not answer, how would you handle the situation?
2. What do you feel is your greatest strength as a writer?
3. What do you hope to gain for yourself from being a peer tutor?

I. Academic Information

Overall GPA:		GPA in English:	
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Print your tentative schedule for this semester, including course and level of course in the space below.

LIST ADDITIONAL COURSES YOU HAVE COMPLETED RELATED TO THE SUBJECT(S) YOU WISH TO TUTOR.

COURSE	SEMESTER /YEAR	TEACHER'S NAME

DESCRIBE ANY PAST EXPERIENCE WITH TUTORING AND/OR YOUR CURRENT INTEREST IN BEING A TUTOR AT MBHS:

LIST/ DESCRIBE OTHER EXTRA-CURRICULAR ACTIVITIES YOU ARE/WILL BE INVOLVED WITH ON CAMPUS:

Part III. References

Please obtain the signatures of Saint Michael's College Department Chairs or faculty members for each subject area you plan to tutor, preferably the professor(s) of the course(s) you wish to tutor.

Student: Print faculty name(s) below.	Faculty member: Indicate position or title	Signature of faculty member:

Note to faculty members: By signing above, you confirm that this student is a strong candidate for tutoring based on his/her academic performance in the intended subject area(s) as well as other necessary attributes

such as enthusiasm for the subject, initiative, organization, and ability to collaborate with others. If you wish to add any specific details about this student's strengths, please do so below.

Part IV. Tutor Agreement

I have read and understand the tutor guidelines (attached). I agree to follow these guidelines and uphold the Academic Integrity Policies of Mountain Brook High School if I am selected to be a peer tutor.

Student Signature: _____

Date: _____

PEER TUTOR GUIDELINES

~How to become a subject area peer tutor and what to do once you are a tutor~

- STEP 1:** Fill out a **Peer Tutor Application** and submit it to Melinda Cammarata, English Department Head. You **must be a junior or senior** and **receive two recommendations from teachers**, one from a former English teacher. Applicants will be invited to interview for available positions. Selections are based not only on strong academic performance in the intended subject, but are also coupled with faculty recommendations, student **availability and scheduling**, and other necessary attributes such as **enthusiasm for the subject, initiative, organization, and ability to collaborate with others**.
- STEP 2:** **Attend an orientation workshop with the Peer Tutoring Coordinator. This is a requirement of becoming a peer tutor and must occur *before* tutoring can begin.** Group orientation sessions will be scheduled at the beginning of the fall and spring semesters. If you are submitting an application after one of those sessions and your assistance is needed before the next semester begins, then an individual orientation meeting will be scheduled. You will be compensated for attending the orientation.
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 ___ I-9
 ___ W-4
 ___ 030 Non-Workstudy Student Authorization form.
This last form must be filled out at the beginning of each academic year, even if you've filled it out in a prior year, or for a different position on campus.
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- STEP 6:** Meet with the student, conduct your tutoring session, and fill out a Session Report with him/her as you proceed through your session. Tutoring sessions will vary in length, depending on student needs.
- STEP 7:** Contact the Peer Tutoring Coordinator if issues arise with the student's behavior, performance, or attendance. You also have the right to refuse a meeting if there are problems with tutor/peer relationship.

Please note: You may tutor each client for a maximum of 3 hours per week. If more assistance is required, then refer the tutee to his/her professor or call the tutoring coordinator.