The Power of Peer Tutoring: Guide for Implementing an Effective Peer Tutoring Program

- **academic and intellectual achievement.**
  - peer tutoring leads to higher academic and intellectual achievement for both the tutors and tutees.

- **personal and social development.**
  - peer tutoring leads to greater personal and social development for both the tutors and tutees.

- **school culture and climate.**
  - peer tutoring leads to improved peer relationships as well as a better school culture and climate.

- **motivation and success.**
  - peer tutoring leads to students having increased motivation to stay in school and graduate.

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Foreword

Peer tutoring contributes significantly to student learning, as will be shown throughout this book and I can further support through my experience at MIT Launch. Course evaluations show students citing “discussions with other students” as their top factor in learning, above even the classroom sessions and time with mentors. Students reviewing materials together increases performance and fosters a collaborative environment where they are excited about learning. Additionally, students pick up things at different rates and through different learning styles, allowing tutors developmental opportunities of communication, leadership, and patience. Given these values to both the tutor and tutee, much can be gained from further promoting peer tutoring growth to more schools and recognizing the work of excellent tutors.

Michael Nock has not only pioneered a strong movement for peer tutoring, but is also a role model student tutor. I have been able to see his pioneering entrepreneurial spirit both as the director and his instructor at the MIT Launch program that he attended in summer 2014, plus serving as an advisor of the National Scholar Foundation, of which he is Founder and Chief Executive Officer. His entrepreneurial resiliency allows him to tackle and make positive change in the face of difficulties, while his positive spirit makes him an engaging and ideal leader promoting students to become more excited about learning. He has the skills and mindset to make the change he wants to see in
the world, and this book is another step along the path of the great things we will see from Michael.

-Laurie Stach

Laurie is the Founder and Executive Director of LaunchX (formerly MIT Launch) and a pioneer of youth entrepreneurship education. She is a TEDx speaker as well as a former MIT instructor. Laurie studied mechanical engineering at MIT as well as received her MBA at Harvard Business School.
Letter from the Founder and CEO

Dear Reader,

Whether you are a student or teacher, parent or principal, policy maker or education stakeholder of any kind, we hope that you will find this guide actionable and useful in implementing an effective peer tutoring program. Peer tutoring is the most impactful and resource efficient strategy to provide the individualized academic support that students need to thrive educationally:

- **Academic and intellectual achievement** -- Peer tutoring leads to higher academic and intellectual achievement for both the tutors and tutees.

- **Personal and social development** -- Peer tutoring leads to greater personal and social development (i.e. interpersonal skills) for both the tutors and tutees.

- **School culture and climate** -- Peer tutoring leads to improved peer relationships as well as a better school culture and climate.

- **Motivation and success** -- Peer tutoring leads to students having increased motivation to stay in school and graduate.

This guide consists of two parts. The first part includes stories from the winners and finalists of the 2015 and 2016 National Peer Tutor Scholarship Programs. The alumni of our scholarship competitions are extraordinary young men and women who through their peer tutoring service and leadership have demonstrated the power and potential of peer tutoring. The
second part of this guide consists of our Power of Peer Tutoring program development system. The materials have been tested extensively and implemented in schools across the nation. It should be noted that the resources provided in this guide are intended to be a foundation for programs to build upon. Every community and school is unique -- likewise, the structure and form of programs will vary to best meet the unique needs and aspirations of the students that the programs serve.

I would be remiss if I did not take this opportunity to thank our wonderful team members including Sarah Guller (2015 National Peer Tutor of the Year), Natalie Monzavifar (2015 and 2016 National Peer Tutor of the Year Finalist), and Freya Proudman (2016 National Peer Tutor of the Year) for their dedication and help in making this guide. In addition, we are incredibly grateful to our advisors at the Harvard Innovation Lab and donors for their continued support and guidance.

We need to transform education in America. This transformation starts with innovative actions by people like you. Thank you for your efforts to ensure that every student has access to a great peer tutor and an effective peer tutoring program!

Michael R. Nock
National Scholar Foundation

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Part I. Powerful Stories in Peer Tutoring.
Proteins and Lunch Lines

At the beginning of the year we had all feared even the thought of it, but now it was really here. The Advanced Placement Biology midterm dawned just 3 weeks away from all of the anxious students. “Plasmodesmatas, Signal Transduction Pathways, Golgi Apparatuses!” I heard students panicking in the hallways while screaming forgotten terminology.

I had been enrolled through the guidance department as a peer tutor and often helped students in foreign languages, math, and science. A few days later, my AP Biology teacher had personally requested for me to help a fellow student prepare for the upcoming test. Meeting for the first time after school for 2 hours on a Friday, the student and I traveled back in time to the very first unit of the school year: Biomolecules. Something I rely on as a tutor is how I can explain complex topics as a situation that a student would understand, usually by the use of analogies. I pondered in my head for a few moments, “How can I explain protein folding as something that doesn’t even involve proteins?” Suddenly I realized, who knows more about long lunch lines than a high school student? The student, although a little confused why I was suddenly asking her about her lunch time habits, told me that she always stood in the lunch line.

I asked her to imagine that the people in the lunch line were each a different amino acid, the small units that make up a protein. The primary level of protein folding has to do with the arrangement of people in the lunch line. Then, say you are towards the back of the line and you notice your friend somewhere around the middle. You wave hello and call out to your friend sparking a conversation. Naturally you want to move closer to your friend so, the line begins to curve depicting the
secondary level of protein folding. Once, the line starts to bend and curve, more
students start having conversations, or creating bonds, between them. Now having
interactions between several people in the lunch line, the structure is now at its
tertiary level of folding. You notice another friend in the other lunch line, and you want
to bring them into your conversation as well. Now, not only do you have a protein in
the quaternary level, but also a very big blob of unorganized lunch lines!

Applying what we have learned in class to concepts and examples that
students can relate to in their daily life, makes topics easier to understand. I
encourage students to create their own analogies to explain ideas that they may
struggle with. Being a track star, the student applied her understanding of energy
manentence to create analogies to help them remember the differences between
dergonic and exergonic reactions. This way, students are not trying to memorize
definitions of concepts that they do not understand. Creating connections between
the academic world and their personal lives and previous knowledge can help them
to remember and fully comprehend ideas. Many people believe that when you are a
tutor, you just have to tell people how to do things. Being a tutor does not mean
providing another student with all the answers, it means helping them to find the
answers themselves.

After receiving her midterm grade back, the student came running into the
guidance office and with the biggest smile on her face told me that they had scored
their highest grade all year in biology. This was one of the most incredible moments
because, not only have you helped a student with their immediate challenges, but
you have helped them realize how they can help themselves in the future.
Perseverance

I grew up in a household where education was a priority—where math flashcards were commonplace, homework was double-checked, and my good report cards were hung on the fridge. I was fortunate enough to have parents who could spend time with me working on my school work and instill in me the importance of education.

Unfortunately, not all children are raised in such environments. Poverty is one of the greatest inhibitors of academic success, and many low socio-economic children do not have the guidance that they need to succeed in school. I am passionate about providing such students the help they need, a passion that I pursue through volunteering after-school to tutor low socioeconomic elementary school students.

Becoming an active part of their community and being able to positively influence these students’ lives through tutoring has been the greatest honor of my high school career. I love the “a-ha” moment as a little boy finally understands fractions; I love the colorful hand drawn pictures that I get to hang up in my room; I love the excitement of a little girl running up to show me the A she made on her history test.

Tutoring is not always easy, however. From garnering the focus of an attention-deficit first-grader on word problems to convincing an unmotivated fifth-grader that long division is really important, working with these students...
can be arduous. The effort is worthwhile, though, because those who struggle the most, and are the most challenging to work with, are often the ones with the greatest need for help.

Despite this common trend, the most challenging student I have worked with was neither attention-deficit nor unmotivated. Julia was the best kind of student as she was hardworking, bright and driven. But, she had a great barrier: Julia did not know how to speak English. Moving from Brazil midway through first-grade, Julia found herself immersed in a foreign school with little academic help from her single, working mother who was struggling to make ends meet.

When I first began working with Julia, I wondered how she would keep up in school. Using what little English she had picked up and my basic Spanish that sometimes correlated with her Portuguese, we worked diligently through homework together. Faced with difficult concepts that most students would have trouble comprehending even in their native language, Julia and I overcame barriers through determination.

Although there were some tears of frustration and the occasional angry pencil-throwing, we persevered. It was in these moments that I had to be a leader for Julia and assure her that she could do it—that we could do it. Although the first few weeks were a struggle, Julia’s English improved rapidly, and she, amazingly, was soon meeting all of the benchmarks for school. I continue to tutor Julia to this day, and she continues to exceed all
expectations. Although she still has to work harder than her peers, Julia is not thwarted by a language barrier. I am proud of her accomplishments and honored to have helped empower her to face her obstacles.

My experience with Julia is a success story for the both of us. It is a testament to our determination and a story that gives hope to even the most disadvantaged students. Working with Julia was a challenge that helped me grow as a tutor by equipping me with the skills to navigate demanding, unique situations.
The Power of a Community of Learners

My career as a tutor began when a few of my friends asked me for some help in calculus my sophomore year of high school. Not being the type of person to turn down someone in need, I gladly accepted their request. Little did I know, three years, six subjects, and over twenty tutees later I would still be tutoring.

Within weeks of my first tutoring session I was the most venerated tutor in my entire school. Sometimes I had tutoring sessions with over fifteen tutees, my own group of eager students. They had a contagious passion for learning that spread amongst us all. Whenever someone solved a problem, a smile of self-achievement and understanding stretched across their face. To me, nothing felt as rewarding as that simple moment. My tutees and I formed a community where, through encouragement, the sharing of knowledge, and no small share of determination, we all became wiser, bonding over the the unlikely subject of calculus.

As a tutor I got to meet so many new people and had the opportunity to foster friendship through learning. Over my first few months I began to realize how beneficial this sort of community truly was, academically as well as socially. Any simple gaps in knowledge a tutee had were often quickly filled by another tutee, allowing me to focus more on the big details of solving the problem rather than waste time explaining the simple memorized formula. By making the process more efficient I was able help more of those in need. Thus I began to organize it into my regular routine. Besides my typical one on one tutoring throughout the year, I also held two group preparation sessions before every test.
There was this one particular girl that came to every Calculus session. On her very first day she confessed to me she was worried about this new class. She had struggled a little in Pre-calculus and was hesitant about taking Calculus. However, behind the apprehension I could see a glint of eagerness in her eyes. Day after day we refined her skills together. I had the privilege to watch as she grew into my most impressive student. What started as a spark of eagerness had grown into a fiery passion for knowledge. In that humble moment, I had become the student and she the tutor. I saw before me a prime example of the transformative power of hard work. Over the years I have come to realize tutoring is not a one way street: knowledge flows in both directions. While I provided them with a deep understanding of the material, re-expressing it in a way they could understand, my tutees have strengthened several key qualities of mine. Simply by being in the presence of these individuals I have reinforced my own hard-working nature as well as enhanced my passion for learning. It was this discovery that led me to run for my position as the Tutoring Coordinator for National Honor Society.

As Tutoring Coordinator I got the opportunity to expand my tutoring community. Not only did I get to spread my own wisdom, but I also enlisted the wisdom of my fellow classmates. By enlisting plenty of new tutors I could meet much more of the tutoring needs of the 2,500 students at my school that I alone was incapable of satisfying. Students got the help they needed, tutors learned from those they taught, and we all became wiser through the power of this wonderful community.
The Most Incredible Things

I’ve gone zip lining hundreds of feet above the ground, been on several different roller coaster rides, jumped 10 feet off a building with a bungee cord, and slipped down a waterfall. The greatest and most unexpected tutoring moment in my life compares with these experiences.

Over a year ago, at my Library’s Peer Tutoring Program, I began to tutor a Chinese student named David. His family had just moved to the United States a couple of months before, and he was only able to speak short, choppy sentences in English. We had an entire language barrier between us, so my mind was scrambling with ideas on how to help him learn. I wasn't able to communicate in Chinese, so I needed to find a universal way of teaching so that he could understand certain concepts with his minimal English knowledge.

As a tutor, you lead your student. Your teaching style, communication, and knowledge all play a big role in the success of your student. Peer tutoring can also be extremely unpredictable; you never know what student you will be working with or what decisions you will have to make.

The first thing that I did with David was reading with him. We started with small books at first and increased the difficulty as time progressed. He would write down all the words he didn’t understand on a list, and he would take that list home to look over. One day, I walked with him all over the library,
pulling out different books, pointing at objects and pictures, and teaching him new vocabulary words that he would practice. Being entirely surrounded by the English language improved his speaking and writing skills. We also learned the names of shapes and counted the sides together, identifying all the different shapes we could recognize throughout the library. As a brilliant student with a sharp mind for details, he learned so many new things, and I loved being a part of his own individual journey.

When I think about those sessions, a smile comes over my face. They taught me about what it truly means to be a peer tutor. I learned that communication is not always through words. I realized how much power we have as human beings over the lives around us. Whenever I begin to doubt myself, I think of David and how he was determined to learn English and achieve his goal.

Peer Tutoring is the journey that has shaped my life. From first becoming involved by starting a Peer Tutoring program at my local library, tutoring online, being co-editor of the a peer tutoring blog, and finally starting my own Peer Tutoring Club, I have grown so much as a person, and I have learned to trust myself. Sometimes the most incredible things originate where we least expect them.
Discovering the World and Making a Change

Blaring sirens, screams of curse words, and the sound of shattering glass melded into a cacophony so vile that the devil himself would've cringed at it. Masked men and women armed with baseball bats fled from buildings that liquefied under roaring walls of flames. I stared at the TV screen with widened eyes and a dropped jaw. A banner reading Breaking News appeared, and I realized that what I had been watching was not Hollywood's portrayal of Hell. My forearms became speckled with goosebumps as my idealistic childhood perception of my "safe-and-sound" hometown was destroyed before my very eyes. I was on the verge of tears.

Three months passed before my investigative nature was reignited. By January my fear was overcome by curiosity, and I had to see for myself what had become of my city. I enlisted in what would soon become the youth tutors program, a group of students from high schools in my community who tutor students each week. My decision did not come without caution, though. Seeing the media's fixation with the recent turmoil led me to envision my city as a dilapidated, lawless wasteland. Still, I hadn't processed the fact that my city had become a universal synonym for social injustice. I clung to my belief that the city I had grown to love still retained some of its peace and innocence. At the time, I knew my optimism was unrealistic.

And so my worrisome reality resumed. I clenched my teeth as I passed the city limit sign. But to my elated surprise, the protesters and vandalism I expected to see were replaced by undisturbed suburban normalcy. I saw a part of the community the media neglected to reveal. Never in my life had I experienced a sense of confusion so pleasant and revitalizing.
Upon entering the municipal library, I was immediately captivated by a scene of liveliness and productivity: people crowded the library, each of whom was either immersed in their work or anxiously waiting to check out a book. Still in awe, I was approached by a four-year-old girl who asked eagerly if I would teach her the ABCs. My new friend and I sunk into our brightly-colored beanbag chairs and recited snippets of the alphabet to the tune of “Twinkle, Twinkle, Little Star”. The girl's ambition was remarkable: it took just shy of two hours for her to have the alphabet down to a science, even remembering to enunciate the LMNOP’s. The reassurance I felt was euphoric.

The part of the city I visit each week is immensely different from the one I watched go up in flames on television. Like any other community, my city has both positive and negative aspects to it, and it deserves more than just a singular association. I now understood that the lens of a newscaster's camera can only capture glimpses of the truth, gross oversimplifications of reality. The secondhand information I had been consuming my entire life was leading me to one-sided conclusions, it was amassing my ignorance, it was pure poison. My personal experiences were the only antidote.

Prior to my involvement with the youth tutors program, I had the mindset of a child, overly inclined to conform my outlook of the world to what I saw on the news. My experiences at the city library showed me that this perceptual conformity is flawed and that the news is not the tell-all story of the world. The world is more complex than that. And only through personal experiences am I able to observe these complexities. Knowing this, I was liberated from the modern addiction to generalized information in the mainstream, and I was on my own to discover the world with my own eyes.
With an unrestricted capacity to gain knowledge, I was no longer a kid sitting in front of a 32-inch LCD screen. I was a man, prepared to take on the world.
Paying It Forward

When I first learned about this peer tutor scholarship, I was ecstatic to express my passion for peer tutoring. I have always enjoyed helping others and I love using my talents for the benefit of those around me. As a freshman in high school, this was my first year peer tutoring and I love it. I tutor students twice a week during my lunch hour, helping them with homework or answering subject-related questions. Being a peer tutor has great rewards, because you can measure your progress as a mentor by the performance of the students you tutor. Having the student you tutor do well in a class is an unforgettable experience, and it drives me to continue peer tutoring.

Last month, I applied to become an officer for the Peer Tutoring club at my school, and I was accepted. I am thrilled to have received the position because it represents my commitment to peer tutoring. I believe I have helped people enhance their educational experience by providing support to them. The students whom I tutor are always grateful and respectful towards me, always thanking me for helping them raise their grades and do well in school. There is nothing greater for me than to hear a student excitedly tell me that he/she got an A on the last test, after months of hard work tutoring them.

While I love tutoring other students, peer tutoring is not always an easy job. Helping a student work out a problem without giving away the answer is difficult, but I stay determined to guide the student instead of doing his/her homework. Students often get frustrated when they can’t understand something, and they sometimes feel hopeless or want to give up. I make it my goal to not only provide academic support, but to also provide emotional support and encouragement. I do this by teaching the subject from a different approach when one method doesn’t work, convincing the
student to engage and persist. I understand that I have to keep a positive attitude if I want the student to do the same, and I always discourage negative statements such as “this is too hard”.

Being a peer tutor has taught me a vast variety of skills, including how to be patient and how to make learning fun. I have learned how to be prepared, and I always review material the day before teaching a student to make sure I can be confident while teaching. I always develop a personal connection with students I tutor, and establish a trusting relationship with them.

Academics have always been my strength, which is why I pay it forward and help others who struggle with school work. By providing free, local tutoring, I help my community while developing as a person. I strongly believe that I provide a peer tutoring experience like no other, helping others to succeed, and I put in lots of time and effort to be the best peer tutor I could possibly be.
**Focusing on the Challenges of Our Own Community**

At first, he was difficult. We would sit in the corner of the classroom and he would look me in the eyes point blank and refuse to do his math. I did not let that deter me as I returned day after day. I arrived one morning expecting it to be the same, but by the time I drove home I knew José wanted to work in the music industry, was a passionate Giants fan, and struggled making friends since immigrating here. From then on, we were more than a teacher and a student. We were friends. He was open to my help and his math skills improved significantly with countless hours of multiplication facts and fraction manipulation. I'm extremely proud of the strides he made that summer, but I am most proud of the friendship we formed, the trust that I earned, and the seed I planted about college! As an immigrant from San Salvador, José did not think college was attainable. As the days went by, I shared my excitement about college and I could see his perception changing. I hope he will act upon the seed I planted.

My path to José and his middle school started with a book drive through my high school leadership program where I observed rundown buildings and outdated computers in a school just 20 miles from my home. I contacted the middle school’s principal and established a summer tutoring program, recruiting several peers to tutor with me. Four weeks of on-line math programs, reading challenges, and befriending students was insufficient; I wanted to do more. Their "Level Up Academy" on Saturday mornings provided
me that opportunity, so again I recruited my friends and together we have tutored over 250 hours.

José’s middle school opened my eyes to the disparity between schools and communities separated by just twenty miles. The difficulties these students face each day goes unnoticed. Too often we focus on the struggles of those in foreign countries and ignore the challenges of those in our own community. Dozens of 7th and 8th grade students at José’s middle school read below a second grade level. The majority of the students are either first generation Americans or immigrants themselves, much like my father. As a poor first generation Cuban-American my father faced seemingly insurmountable challenges, but with a quality education he was able to escape poverty. I see a parallel between the students at José’s middle school and my father, and I know that same potential is in these kids.

I’m proud of the work I put into José’s middle school, but that is just step one. José’s middle school has inspired me to use politics to find policy changes that will give all students the opportunity to escape poverty. Many who want to study Political Science dream of someday living in the White House. However, I prefer to be the next Arne Duncan, not the next Frank Underwood. I owe this aspiration to my dad and one special seventh grader who struggled to speak English.
The “AHA!” Moment

This year I was appointed Chairman of my High School’s peer tutoring service. I have tutored most Wednesday afternoons for the past 3 years. I’ve helped students by explaining things in a way that their teacher just couldn’t. This alone is not unusual. What is unusual is that my being able to help people this way was unimaginable just a few years ago.

When I was 9, I was diagnosed with Asperger’s Syndrome, an Autistic Spectrum Disorder that means my brain is “wired” differently. For most of my childhood, normal human behavior and the emotions of others confused me. I didn’t get the give-and-take of a conversation, nor did I understand the subtle (or even not so subtle) body language that most people just naturally picked up. As a result, I was teased and picked on for being “weird”. I decided it was easier to just ignore people and find sanctuary in my own thoughts.

I then discovered my affinity for math and science. I loved them not just because they were interesting, but because they were easy...for me. I couldn’t understand why others thought these subjects were hard. I tried my best to tutor classmates, but I was inevitably met with more confused faces. Why didn’t they understand me? I realize now it was because they didn’t think like I did, and my train of thought wasn’t shared by everyone else.

I was frustrated and needed help, so my parents took me to an Asperger’s specialist. For the first time in my life, someone was able to explain to me why I was different. I attended social skills groups, watched, listened, and studied how kids my age acted and reacted to certain social triggers. I no longer wanted to be a recluse. My goal was to become someone personable who could carry on a nice conversation.
with someone without them feeling confused or insulted by what came out of my mouth. By 10th grade, I felt I was ready to try tutoring again.

My high school’s peer tutoring service was desperate for math tutors, so I got my chance. One of the first students I helped in Geometry was a girl who kept mixing up the types of angles and triangles. I noticed she dressed well, so I compared angles to shirts and triangles to pants. She thought something could be both acute and obtuse, so I said that would be like putting on two shirts. There are acute scalene triangles and obtuse scalene triangles, but not acute obtuse triangles as both were angles. She got it! My differently wired brain and my new understanding of others helped me explain it to her in a unique, but effective, way.

Since then, with every “AHA!” moment, every confident smile, and every happy customer, I find a sense of pride that I never thought possible. I have learned that my quirky brain is actually an asset that allows me to help others when nobody else can. It’s an amazing feeling.
Part II. Program Development System.
The 5-Steps Overview

No matter what stage your program is in, we hope you will find our Power of Peer Tutoring System helpful in developing an effective peer tutoring program. Below you will find the 5 steps to making your program a success.

Step 1: Leadership Team and Plan

1. The first step to a successful program is a great peer tutoring program leadership team – strong student leadership for the program is a recipe for success. In order to recruit lead peer tutors, we have provided you with examples of lead peer tutor flyers.

2. The next step is to hold an information session for potential lead peer tutors. We recommend that the information session include an opportunity for the potential lead peer tutors to complete the lead peer tutor application form that we have provided. Next, you will need to determine who to select to be a lead peer tutor. While the number of lead peer tutors you select will depend on school size, we recommend at least three committed and dedicated students.

3. After selecting the lead peer tutor team, use the first meeting of the program leadership team to complete the Power Program Plan to clearly layout roles, responsibilities, and goals.
Step 2: Recruit Peer Tutors

1. Now with your rockstar program leadership team, it is essential to recruit great peer tutors as they will be the lifeblood of the program. We encourage you to use the flyer templates we have provided, but also recommend seeking the recommendation of teachers for students who have succeeded in their courses and would make for excellent peer tutors.

2. Next, the program leadership team should hold an information session for interested peer tutors. We recommend that the information session provide an opportunity for interested peer tutors to complete the application form that we have provided.

Step 3: Peer Tutor Training

1. After selecting peer tutors, the program leadership team should hold a Peer Tutor Training session using the Workshop Guide provided. Be sure to use the feedback form to collect feedback on the success of the Workshop.

2. Next, after detailing the responsibilities of peer tutors, have peer tutors take the Peer Tutor Pledge provided. We recommend adding a component to the pledge reiterating the logistics for how, when, and where the peer tutoring sessions will occur. Also, all peer tutors should know exactly who to go to in case of any questions.
Step 4: Tutee Recruitment

1. In order to have a functioning peer tutoring program, you need tutees. We encourage using the flyer templates we have provided to recruit tutees as well as to reach out to teachers to see if there are any students that would benefit from being tutored by a peer.

2. Next, the peer tutoring program leadership team should hold an information session for interested tutees. We would recommend reviewing the structure of the program as well as providing an opportunity for the tutees to complete the application during the session.

3. The lead peer tutors should use the information from the application forms for both the tutors and tutees to match them.

4. After matching a tutor and tutee, have the tutee complete the Peer Tutoring Contract and reach out to the tutor for their first session.

Step 5: Program Development

1. The key to a great program is great feedback and development based upon the feedback. We have provided tutee session tickets for tutees to complete after each peer tutoring session. Program leadership should review these tickets and share them with the tutors.

2. Every quarter or semester, feedback should also be obtained from the peer tutors. Use the evaluation form provided to get feedback from your peer tutors to best grow and develop your program.
Power Program Plan

This plan is intended to be completed in a meeting with the peer tutoring program Educator Advisor and selected Lead Peer Tutors.

Program Leadership

It is important to define the program leadership and roles as well as responsibilities. While the number of lead peer tutors can and should vary from school to school, the responsibilities and expectations of each lead peer tutor should be clearly established from the start. After this meeting, lead peer tutors should have a clear sense of what they should be doing on a weekly basis.

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<th>Name</th>
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Mission Statement

One of the defining factors of successful organizations is a powerful mission statement that speaks to the values both of the organization and its members as well as what the organization seeks to accomplish. For example, the mission of the National Scholar Foundation is to empower students to unleash their full potential through education.

Program Operations

Now that the program leadership and mission statement have been created, it is time to get into the nuts and bolts of how the program will operate. We have provided a few questions to get the conversation started, but this should be a detailed discussion where all ideas are shared and discussed. There is no one right way of approaching these tasks. Each school will have its own unique approach.

1. How will we recruit peer tutors?

2. How will we recruit tutees to participate?

3. How will we match tutors and tutees?

4. How, when, and where will the tutoring sessions occur?
5. Workstream: list 5 activity streams or workstreams that need to happen to get the program up and running.

<table>
<thead>
<tr>
<th>Activity 1 (Most Important):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2:</td>
</tr>
<tr>
<td>Activity 3:</td>
</tr>
<tr>
<td>Activity 4:</td>
</tr>
<tr>
<td>Activity 5 (Least Important):</td>
</tr>
</tbody>
</table>

6. What are 3 milestones and goals for the program? What date will they be achieved by?

<table>
<thead>
<tr>
<th>Milestone/Goal description</th>
<th>Who and What will be involved?</th>
<th>When will it be achieved by? How will we measure success?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.

7. What is the 1 most important item that can be done now to get the ball rolling? What is the 1 task each person needs to be working on first?

ONE MOST IMPORTANT TASK TO BE DONE NOW:

ONE MOST IMPORTANT TASK FOR EACH LEAD TUTOR:

- Name:
  - Task:
- Name:
  - Task:
- Name:
  - Task:
Lead Peer Tutor Application

1. Name

2. Email

3. Grade Level

4. What are your other time commitments? Also, please indicate your general availability throughout the week.

5. Please respond to the following question in a short essay: lead peer tutors will be tasked with leading the peer tutoring program and managing all administration. Why do you want to be a lead peer tutor and what experiences do you have that will make you a great lead peer tutor?

NationalScholarFoundation.org
be a leader

be a lead peer tutor.

please contact [EDUCATOR] with any questions.

make a difference

be a lead peer tutor.

please contact [EDUCATOR] with any questions.
inspire others

be a lead peer tutor.

please contact [EDUCATOR] with any questions.

be a changemaker

be a lead peer tutor.

please contact [EDUCATOR] with any questions.
empower your peers

be a lead peer tutor.

please contact [EDUCATOR] with any questions.
Example Peer Tutor Application Form

Peer Tutor Application Form

1. Name

2. Email

3. Grade Level

4. Please list which courses you would be interested in peer tutoring:

5. Indicate your availability throughout the week (days and times). Please be as specific as possible as we will use this information to match you with a tutee.

6. In a short essay, please describe why you want to be a peer tutor and what experiences, skills, or attributes you have that will make you a great peer tutor?
ace [COURSE]?

be a peer tutor.

please contact [EDUCATOR] with any questions.

make a difference

be a peer tutor.

please contact [EDUCATOR] with any questions.
inspire others

be a peer tutor.

please contact [EDUCATOR] with any questions.

be a changemaker

be a peer tutor.

please contact [EDUCATOR] with any questions.
empower your peers

be a peer tutor.

please contact [EDUCATOR] with any questions.
Example Peer Tutor Pledge

Peer Tutor Pledge

I pledge to be a peer tutor. I pledge to grow academically, intellectually, personally, and socially as well as help my peers do the same. I pledge to be a leader and positive changemaker at my school and in my community as well as be a role model for my peers. I pledge to dream big and work hard to achieve my dreams as well as inspire my peers to unleash their full potential too. I pledge to be the best peer tutor that I can be.

1. Name

2. Email
Peer Tutor Workshop Overview

This peer tutor workshop guide will help you conduct an introductory training session for peer tutors. This guide is designed for students and educators organizing a peer tutoring program for middle and high school students (although, this guide can also be useful at the collegiate level). The objectives of the workshop include: having a discussion on the qualities of an effective peer tutor, understanding the different types of learning, and practicing peer tutoring in a fun scenario.

Why have a workshop?

As the demand and enthusiasm for peer tutor programs continues to increase, it is important that new tutors are both trained and are able to help tutees effectively. While peer tutoring has many positive advantages, research has found that tutors who were trained had significantly greater success with their tutees compared to tutors who do not receiving training (Staub and Hunt 1993). Further research has shown that a lack of trained tutors can impact the long term success of a peer tutoring program. Training tutors can also give them extra confidence in their abilities to be able to help their tutees using the best strategies they have.

How do I conduct a workshop?

There are several activities and handouts provided in this guide. The workshop is designed to be completed in 1-hour. Having an even number of participants can be helpful for the activities. Simply organize a workshop date and time with your tutors (it is helpful to have food at these workshops – contact us for details on how to get free food for your workshop), read over/prepare the activities as well as print out the handouts, and follow the provided directions. At the end of the workshop, have a brief discussion (~10 minutes) about what the students learned from the workshop and how it can be improved in the future (please share any insights with us!).
Where can I get additional help and find additional resources?

If you would be interested in getting free help from our staff or have any questions, please send us an email: ContactUs@NationalScholarFoundation.org. In addition, continue to check the website as we develop additional resources: NationalScholarFoundation.org. Also, we highly encourage you to check out other resources available through one of our partner organizations, the Peer Tutoring Resource Center: http://www.peertutoringresource.org/
Activity 1: A Great Tutor Drawing
(20 minutes)

This activity is a great way to start the workshop as it creates a discussion between the participating tutors about what qualities make for an effective peer tutor.

Purpose: This allows students to learn about the different expectations for peer tutors, without giving them a list or telling them what the expectations are.

Materials Needed:
- Outline of a person template
- Handout for this activity with directions
- Easel/paper or whiteboard
- Markers

Directions:
1. Tutors will need to form teams of 2-4 (ideally, teams of 2).
2. Tutors will need paper and writing utensils such as markers.
3. Tutors can be split up into several groups (size of groups depends on the number of tutors participating in the workshop).
4. In their groups, tutors will have 5 minutes to work together to draw and label a picture of “A Great Tutor.” Each group can think of characteristics and draw an image that might represent those characteristics. For example, a watch could be drawn representing “lots of patience.” Label each what each drawing represents with words on the side. Please see the example on page 46.
5. Spend 5 more minutes sharing your characteristics with another group nearby.
6. Using a whiteboard or poster, create one large image similar to the original template for the activity to display in the front of the room during the duration of the activity.
7. Spend about 10 minutes having all groups share and explain their drawings to each other and add their drawings to the large template. Include a discussion near the end of this collaboration about what quality traits and characteristics make up an effective tutor and make a top 10 list of these qualities.
Example: A Great Tutor Drawing
Activity 2: How Do I Learn Best?

(≈20 Minutes)

Adaptability and Understanding Individual Learning Needs

Different learning strategies work best for different students. It is important that peer tutors are able to adapt and change their lesson plans based on the needs and strategies that are going to prove most effective to helping the tutee. For example, if the tutee is more of a visual learning, a peer tutor may try to implement more visual learning activities into the meeting sessions. This activity helps tutors realize the importance of adaptability with different tutees learning styles. It can also help tutors recognize and discover strategies that might work best with different types of learners.

Directions:
1. Print each scenario *(found on pages 52-59)* and place them in different stations around the room.
2. Allow 5 minutes for the students to review the handout **Different Types of Learning Styles and Strategies** (pages 48-50) before running the activity.
3. Present the example scenario (page 51) to everyone to introduce the activity.
4. Have tutors create small groups based on their choice of scenario. Note: this activity can also been done independently if needed and you may also come up with more scenarios.
5. Tutors can work together in each group to brainstorm and discuss a list of strategies or ways they feel they could best help the student (~5 minutes).
6. Have the groups rotate or change scenarios with another group. The group will now read the new scenario and the other group’s recommended strategies and will brainstorm ways to implement those strategies. For example if strategy is to use a pneumatic device, the implementation would be creating an example of a pneumonic device given the information in the scenario. (~5 minutes)
7. Have groups share their scenarios and their strategies to the other groups when finished (~5 minutes).
8. Share the **Concluding Comments** (page 60) after each group has shared their scenarios.

**Handout: Types of Learning Styles and Strategies**

Visual Learners learn through images and pictures. These types of learners enjoy being able to physically see something that allows them to understand better.

- **Draw images**
  - This method works great for trying to memorize definitions or vocabulary words. Have students draw a picture next to the words or concepts they are trying to learn so that they can associate that concept with a given image to improve understanding.

- **When explaining concepts use hand gestures**
  - When verbally explaining a concept to a visual learning tutee, try using specific hand gestures for each concept. Then whenever mentioning that same topic repeat the same hand gesture so the tutee can associate your body language and hands with that concept.

- **Color code**
  - When having to read or write, visual learners can benefit from having a color code. For example, the student could write or highlight every vocabulary word in red, every definition in blue, and every explanation in green. This can help with organization and allow tutees to associate a given color with a concept.

Verbal Learners learn by reading and interacting with text or writing.

- **White boards**
  - During meeting sessions, ask your tutee different comprehension questions and have them write their answers down on a whiteboard or a piece of paper.

- **Practice quizzes**
  - If there is time before the meeting session, create a practice-like test that tutees could take. This will allow them to understand where in the subject matter are the concepts they understand very well, and the concepts they may need to review.

- **Annotation**
○ This strategy works great if a tutee needs to interpret a visual (such as an image, graph, or chart), or the tutee needs to listen to a recording and understand. Have the tutee annotate or write down explanations beside the visuals that they can refer to later that explain the visuals to them. While listening to an audio tape or watching a video, have the tutee write down notes to themselves that they can refer to later.

● Repetition
○ If tutees are struggling to memorize explanations or definition, have them write it down and copy it repeatedly. This act of repetition will allow them to better remember the concepts.

Auditory Learners learn by hearing and speaking.
● Explain concepts out loud and clearly
○ When explaining concepts to the tutee, explain them out loud rather than having them read an explanation. As the tutor, it is important to explain things slowly, clearly and in a logical order so that the listening tutee can follow along in your explanation.

● Audio recordings
○ With the consent of the tutor, allow the tutee to audio record the tutor explaining a concept. Later, the tutee can replay this audio recording to review the concepts the tutor explained during their meeting.

● Come up with mnemonic devices
○ For example “PEMDAS” is a mnemonic device used in math to help students remember the order of operations. Each letter in PEMDAS stands for a different operation (P is parentheses, E is exponents, and so on). Tutors and tutees can work together to come up with their own devices like this to remember different concepts.

● Use the subject material in a song
○ Have the tutee chose a tune they known well (such as a nursery rhyme). Work together to write your own lyrics to this tune while incorporating subject matter and explanations into the song. This way, if the tutee can remember the little song, they can better recall different concepts.
Kinesthetic Learners learn by doing. Hands-on activities are the most effective for these types of learners.

- **White boards**
  - During meeting sessions, ask your tutee different comprehension questions and have them write their answers down on a whiteboard and hold them up to show you their answer.

- **True or False questions activity**
  - Ask the tutee different true or false questions. If the tutee thinks the answer is true then have them walk to one side of the room, if the tutee thinks the answer is false have them walk to the other side. (This could also work with having them stand up or sit down) This method is great for getting tutees active while still reviewing concepts.

- **Games (please note that many of these games require the tutor to do some preparation before the meeting session)**
  - There is a wide variety of games that can be played to help review concepts. Please note that not all games yield themselves to every type of subject material. Some examples are games are, writing many different questions on a inflatable beach ball. Pass the beachball to your tutee and when they catch it, have them answer the question that their right thumb is touching.
  - A matching game also works well to review different material. Using flashcards, write a vocabulary word on one flashcard and write the definition on another flashcard. Lay all the vocabulary word cards on a table, and give the tutee the definition cards and ask them to match each definition with the corresponding vocabulary word. This activity does not have to be used just for vocabulary words and definitions but can also be used with matching concepts to explanations.
  - Another activity that works great especially for foreign language learners is to write each verb the tutee may need to memorize on a different slip of paper and place it in a jar. Then have them pick a verb out a jar and roll a dice. If they roll a one, they have to conjugate the verb in the “I” form, if they roll a two, they have to conjugate the verb in the “you” form, and so on.
Present this information before starting the activity.

**Example Scenario:**

Scenario – Your new tutee, Grace, has difficulty staying concentrated during your tutor sessions and prefers to be active. How can Grace’s tutor best help her?

Strategy: Her tutor could try to include some more hands-on activities into their tutor session. This could include coming up with games to play or some activity that involved moving around.

Implementation: *In this situation, the implementation would be coming up with an example of a game or hands on activity that was recommended in the strategy.* The tutor could ask Grace questions about a certain subject and Grace could write them down on a whiteboard and hold it up and reveal her answer when she thinks she has it correct.

**Each scenario for this activity is included on a separate page with specific directions. They can be found on pages 10-17 of this workshop guide. These pages can be printed out and placed in separate areas around the room.**
History Reading Comprehension Scenario

Directions: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- Maggie, your tutee, believes looking at visuals such as pictures, charts, and graphs helps her to better understand material. Break down this piece of text as if you were trying to explain it to Maggie and/or come up with strategies that could help Maggie understand this piece of text:
  - “All of the powers specifically states in Article I, Section 8, of the Constitution are called enumerated powers. Chief among these exclusive powers of the national government are the authorities to coin money, conduct foreign relations, provide for an army and navy, and declare war. In addition, Article I, section 8, contains the necessary and proper clauses, which gives Congress the authority to enact laws ‘necessary and proper’ for exercising any of its enumerated powers” (excerpt from O'Connor, Karen, et al. American Government: Roots and Reform. 12th ed., Hoboken, NJ, Pearson Higher Education, 2014.)
Math Comprehension Scenario

Directions: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- Your tutee, John, has a hard time understanding big blocks of text and would rather have the information verbally explained to him. Devise a way to explain this block of text and/or suggest strategies to John that would best help him understand the text:
  - “A function is linear if its slope, or rate of change, is the same at every point. The rate of change of a function that is not linear may vary from point to point. During the early years of the Olympics, the height of the men’s winning pole vault increased approximately 8 inches every four years...the height started at 130 inches in 1900, and increased by the equivalent of 2 inches a year. So the height was a linear function of time from 1900 to 1912.”
Developing Organization Skills Scenario

Directions: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- You’ve noticed that your new tutee, Christina, struggles with organization skills, often misplaces things, and forgets deadlines. Give Christina some advice on ways that she can improve her organization habits.
**Reading Comprehension Scenario**

*Directions*: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- For her English class, Callie has to do a lot of reading, but she has trouble understanding and synthesizing what she has read. Give Callie some tips to help her understand this excerpt:
  - “I was weeping because Richard Parker had left me so unceremoniously. What a terrible thing it is to botch a farewell. I am a person who believes in form, in the harmony of order. For example—I wonder—could you tell my jumbled story in exactly one hundred chapters, not one more, not one less? I'll tell you, that's one thing I hate about my nickname, the way that number runs on forever.” (excerpt from Martel, Yann. *Life of Pi*. Canongate Books Ltd, 2016.)
Science Scenario

Directions: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- For his biology and chemistry classes, David needs to memorize a lot of difficult terminology and concepts. Provide some strategies that could help David learn these terms: photosynthesis, DNA, chromosomes, evolution, ecosystem, bacteria, red blood cells, enzymes
**Concentration Scenario**

*Directions:* Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- Your new tutee, Grace, has difficulty staying concentrated during your tutor sessions and prefers to be active. Brainstorm ways that as a peer tutor, you could adapt your tutoring sessions to best help Grace stay focused and learn material.
Different Learning Style Scenario

Directions: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- You’ve noticed that your tutee, Elaine, seems to have a hard time understanding material when the teacher is explaining it verbally without any visuals or handouts. Provide some strategies that could help Elaine better understand the information the teacher is saying during class.
Foreign Language Scenario

Directions: Read the tutoring scenario below with your group. Spend about 5-10 minutes discussing how to best address the situation. The goal is to help the student you are working with learn best. Be prepared to share your ideas at the end with the other groups working different scenarios.

- Anthony is struggling with the foreign language he is taking in school. He gets easily frustrated whenever he doesn’t understand something his teacher says in that language. Provide some strategies to Anthony that will increase his comprehension in the foreign language he is taking and allow him to succeed. Offer some steps he could take in addition to tutoring (Hint- what other resources does he have in school?)
Share this information with all the groups after they have finished sharing all of their scenarios.

**Concluding Comments:**

It is important to note that tutees may not always say what strategies help them learn best. It is possible that they might not even know what does and does not work for them. One of the most helpful things a tutor can do, is get to know the tutee! A tutor can try out a wide variety of activities and games with their tutee to help them discover how they learn best. Also, find out what the tutee likes and dislikes, that way when a tutor is explaining things, they can relate concepts to a student’s hobbies or passions. For example, a great way to help tutees understand difficult terminology or concepts is through the use of analogies. Making analogies that are related to things the tutee knows a lot about or is passionate about in their lives, makes those difficult concepts easier to understand.

For more information about different types of learning styles and strategies please see the handout for the Different Types of Learning Styles and Strategies.

*Provide the handout of the Different Types of Learning Styles and Strategies to everyone participating in the workshop. The handout can be found on pages 48-50 of this workshop guide.*
Activity 3: Effective Communication - Omission

(~15 minutes)

Participants- Groups of at least 2 people

Directions-
1. Print out the placards (found on pages 63-66 on the workshop guide) and distribute one of each to each group.
2. Explain the rules to each group and allow them to begin the activity.

Rules-
- Each person in the group will receive a placard each with a different word on. Participants should not let the other members of their partner/group see or know the word on their placard.
- The first person will get about 30 seconds to explain the word on their placard to their partner/group. There are no guidelines for how the explanation can be carried out, but the participant can not use any of the words specified on the placards.
- After 30 seconds, the partner/group will have the chance to guess what word the person was describing. The object is to get your partner/group to guess your word.
- Their partner or another member of their group will repeat the same task but with their own word. Keep repeating this process until everyone in the group has had a chance to describe their word.
- Have a discussion to allow all the groups to come together to reflect about what was successful, what didn’t work as well, and what that means in terms of effective communication.
- Give the groups different placards and allow them to repeat the same activity again while applying the feedback from the group discussion to their new explanations.

Goal- To successfully explain a concept or an action to others without using specific vocabulary.

Purpose- To stretch the creativity and imagination of tutors, and allow them to re-address a situation when something isn’t being understood. It allows
exploration into different methods of explanation and communication and is valuable to the development of teaching.
(You can cut out the examples on the placards and distribute to different groups to be used for this activity.)

**Explain how to blow your nose.**

Do not use the words:
- nose
- blow
- tissue

**Explain what a watch is.**

Do not use the words:
- watch
- time
- clock
Explain what a computer is.

Do not use the words:
- computer/laptop
- internet
- keyboard

Explain how to ride a bike.

Do not use the words:
- bike
- wheels
- handlebars
Explain what an eraser is.

Do not use the words:
- eraser
- writing
- pencil

Explain what a car is.

Do not use the words:
- car
- wheels
- gas
Explain what a fire alarm is.

Do not use the words:
- fire
- alarm
- evacuation

Explain what a television is.

Do not use the words:
- television (TV)
- screen
- cable
Handout: Additional Thoughts to Share with New Tutors

Be positive. An important part of peer tutoring is helping a tutee build confidence in themselves as learners. Encouraging the tutee and even rewarding them with praise when they do something well or succeed is a big part of building that confidence.

Using humor. Humor can be a great tool for tutors during their sessions as it can help to relax the atmosphere and make the session feel more casual. This may help the tutee to feel more comfortable during your sessions and help the tutor make a connection with their tutee. While it may be advantageous to use humor, it is important that humor is never used to make fun of or to joke about a tutees abilities.

Keep it confidential. Although there may not be an actual rule that a tutor must keep all information regarding a tutee confidential, it is good to do so. As a tutor, tutees might decide to share personal information such as their grades. Also, some students may be embarrassed or not want others to know they are being tutored, therefore it is best not to mention names of a student you may be tutoring. It is important that a tutor works to maintain the trust between them and their tutee to ensure a good relationship between the two.

Be adaptable. Find a way that works for your tutee and be aware that what works for one might not work for another. Be open to trying a variety of methods and strategies until you find something that works best for the tutee.
Peer Tutor Workshop Feedback Form

Overall, how effective was the workshop in preparing you to be a better peer tutor?

| 1 (not effective at all) | 2 | 3 (somewhat effective) | 4 | 5 (very effective) |

Please explain your response:

Activity 1: Great Peer Tutor Drawing

| 1 (ineffective) | 2 | 3 (alright) | 4 | 5 (loved it) |

Activity 2: How Do I Learn Best Scenarios

| 1 (ineffective) | 2 | 3 (alright) | 4 | 5 (loved it) |

Activity 3: Effective Communication

| 1 (ineffective) | 2 | 3 (alright) | 4 | 5 (loved it) |

What did you enjoy most about the workshop?

What improvements would you make to the workshop?
Additional comments:
Peer Tutoring Application Form

1. Name

2. Email

3. Grade Level

4. Please list which courses you would like a peer tutor for.

5. Please describe in detail your availability throughout the week (make sure this information is accurate as it will be used to match you to a peer tutor).

6. Please tell your peer tutor a little more about yourself, why you would like peer tutoring, and what you would like to accomplish/your goals with your peer tutoring.
Peer Tutoring Contract

I have read the Tutee Guide and understand my responsibilities as a tutee. I understand that I am responsible for being in contact with my peer tutor and arranging tutoring sessions. I will give my peer tutor a 24hr. advance notice if I need to cancel a session. I will make sure to complete the tutee session ticket after each session. I pledge to grow academically, intellectually, personally, and socially. I pledge to be a leader and positive changemaker at my school and in my community as well as be a role model for my peers. I pledge to dream big and work hard to achieve my dreams as well as inspire my peers to unleash their full potential too. I pledge to be the best tutee that I can be.

1. Name

2. Email
need help in []?

get a peer tutor.

please contact [EDUCATOR] with any questions.

need to review []?

get a peer tutor.

please contact [EDUCATOR] with any questions.
big test?

get a peer tutor.

please contact [EDUCATOR] with any questions.

ace your classes

get a peer tutor.

please contact [EDUCATOR] with any questions.
A+

get a peer tutor.

please contact [EDUCATOR] with any questions.
Example Peer Tutoring Program Evaluation Form

Peer Tutoring Program Evaluation Form – [SCHOOL]

1. Name

2. Email

3. Grade Level

4. Please list all of your tutees and the number of sessions you held with each:

   ________________________________________________

   ________________________________________________

   ________________________________________________
Feedback on Peer Tutoring Impact

5. Overall, how much did your tutees grow academically and intellectually from your peer tutoring:
   Mark only one oval.

   1  2  3  4  5
   Not at all  [ ]  [ ]  [ ]  [ ]  Very much

6. Please briefly explain:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

7. Overall, how much did you grow academically and intellectually from your peer tutoring:
   Mark only one oval.

   1  2  3  4  5
   Not at all  [ ]  [ ]  [ ]  [ ]  Very much

8. Please briefly explain:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
9. Overall, how much did your tutees grow personally and socially during your time peer tutoring:

Mark only one oval.

1 2 3 4 5

Not at all  □ □ □ □ □ Very much

10. Please briefly explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

11. Overall, how much did you grow personally and socially during your time peer tutoring:

Mark only one oval.

1 2 3 4 5

Not at all  □ □ □ □ □ Very much

12. Please briefly explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
13. Overall, how much impact do you think peer tutoring has had on peer culture in your school:
   Mark only one oval.

   1  2  3  4  5

   Negative impact  ☐  ☐  ☐  ☐  ☐  Very positive impact

14. Please briefly explain:

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

15. Overall, how much impact do you think your peer tutoring has had on motivating your tutee to
   stay in school, stay motivated and engaged, as well as pursue a college education:
   Mark only one oval.

   1  2  3  4  5

   Negative impact  ☐  ☐  ☐  ☐  ☐  Very positive impact

16. Please briefly explain:

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________
Program Operations Feedback

17. Please describe one thing that you believe the peer tutoring program leadership team is doing well:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

18. Please describe one thing that the peer tutoring program leadership team can improve upon:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

19. Please describe any additional ideas and thoughts you have to help the peer tutoring leadership team improve the program:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Tutee Session Ticket

Session Information

<table>
<thead>
<tr>
<th>Session Date:</th>
<th>Session Length:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Email:</td>
</tr>
<tr>
<td>Tutor Name:</td>
<td>Session #:*</td>
</tr>
</tbody>
</table>

*Session # is the number of peer tutoring sessions you have had with this tutor.

Quantitative Feedback

1. Overall, how satisfied were you with your peer tutoring session:

   1 (very unsatisfied) | 2 | 3 (somewhat satisfied) | 4 | 5 (very satisfied)

2. Going into the session, how comfortable (i.e. level of confusion) did you feel with the material you wanted to discuss with your peer tutor?

   1 (very confused) | 2 | 3 (somewhat confused) | 4 | 5 (no confusion)

3. Post-session, now how comfortable (i.e. level of mastery) do you feel with the material you covered during your tutoring session?

   1 (still very confused) | 2 | 3 (some mastery) | 4 | 5 (expert)

Qualitative Feedback

1. Describe one thing your peer tutor did really well:
2. Describe one way your peer tutor can do a better job next time:

3. Additional comments: