BAA Peer Tutoring 11

District name: Coquitlam

District Number: SD #43

Developed by: Lasta Graf

Date Developed: March 2004

School Name: Dr. Charles Best Secondary

Principal's Name: Brian Fichter

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:

Course Name: Peer Tutoring

Grade Level of Course: 11

Number of Course Credits: 4

Number of hours Instruction: 120

Pre-requisite(s): n/a

Special Training, Facilities or equipment required:
Tutors may work in a variety of different teaching spaces:
Learning Resource Centre, Skill Development Classroom, ESL classroom, regular teaching classroom.

Course Synopsis:
By the end of the Peer Tutoring 11 course, a student will have gained a wide variety of knowledge and skills related to teaching & learning. A student will have a basic understanding of Learning Disabilities, ADHD and other factors which impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching & learning styles that people have, and the effectiveness of teaching others as a means to developing a greater competence with curricula. They will have a greater understanding of the complexity of the teaching-learning process, and the importance of the human relationship in that process.

In terms of skills, a student tutor will be able to investigate and assess possible reasons behind a tutee's learning difficulties, be able to actively engage the tutee in his/her learning, and be able to utilize teaching strategies to help motivate and address the learning needs of the tutee. They will be able to use their creative talents in developing/adapting materials to support their tutee. They will be able to gain more confidence through practicing independence and leadership skills. Most importantly, they will gain a greater empathy and respect for their peers who struggle in school, and will become more self-reflective and more critical of generally held attitudes and stereotypes of students who do not succeed in school.

The Peer Tutoring 11 Course is a hands-on experiential learning program whereby the student will gain knowledge and skills that are essential in working with people. Along with gaining a broad understanding of the various issues/factors that impact on school achievement and performance, students will be able to develop effective communication and interpersonal skills, organizational skills, learning and study skills, and creative problem solving skills. Students will gain a greater appreciation and empathy for their peers, as well as a greater sense of personal satisfaction through helping others.

Rationale:
The Peer tutoring 11 course is important to students on many levels. It allows students to investigate their interests in working with people, especially if they are interested in pursuing a career in the human services realm (teaching, medical & health fields etc). It allows students to challenge themselves academically; that is, a tutor may need to practice and master an academic skill or knowledge base in order to effectively teach that to another student. The experiences in the course allow the student to develop an aspect of their own personality, such as learning to be more assertive, or more patient. The course provides the student with opportunities to develop effective communication and conflict resolution skills. In this way, the course allows the student to explore & improve their own learning styles, their own academic strengths and weaknesses, and their own emotional maturation. This course allows the tutor to gain a broader perspective of the emotional and psychological reasons behind school failure. It also allows students to begin to explore aspects of psychology and human nature in a way that encourages them to become more self-reflective, all the while they are reaching out.

Organizational Structure & Learning Outcomes:

Time Allotments:
As the course is not presented in a traditional-sequential order, and as students learn at their own pace and acquire skills and at very different rates, there are no specific time allotments given to have students attain the learning outcomes. Each student takes as much or as little time as they need to achieve the goals, with instruction occurring on a day-to day basis, where outcomes are fully integrated with each other. Direct instruction to a large group occurs only briefly at the start of the course.

Curriculum Organizer: Reasons for school success/failure

Topic #1: Learning disabilities
It is expected that students will...
- distinguish between the concept of a Learning Disability & a cognitive/intellectual disability or deficiency (slower learner)
- recognize adaptations or modifications support appropriate to the nature of a student's learning disability (reading, writing, math etc)

Topic #2: Attention/behavioural issues
It is expected that students will...
- demonstrate an understanding between ADHD and ADD, as well as understand the impact of medications on this bio-chemical brain imbalance
- utilize behaviour management strategies to provide an optimal learning enviromnent for their tutee

Topic #3: Adapted vs Modified School Programs
It is expected that students will...
- explain the difference between a modified and an adapted academic program
- adapt or modify support appropriate to the needs of the student with teacher direction

Curriculum Organizer: Communication & teaching skills

Topic #1: Verbal-language skills
It is expected that students will...
- identify and use effective and appropriate language based communication skills when working with a tutee
- interpret & paraphrase written text into accessible everyday language for their tutee
- identify and interpret more difficult vocabulary for their tutee
- express themselves clearly when speaking
- demonstrate respect for their tutee, their teacher & their classroom when speaking

Topic #2: Non-verbal skills
It is expected that students will...
- demonstrate understanding of the benefits of using key visuals and graphic organizers when supporting learners
- demonstrate the use of key visuals & graphic organizers which are available to them
- create original visual-kinesthetic learning aids as needed(i.e. webs, mind maps etc)
- demonstrate the use of appropriate body language, vocal and facial expression when working with tutees
- explain the impact of body language and non-verbal communication when trying to communicate with another person, and in particular, when trying to teach a peer

Topic #3: Learning Styles
It is expected that students will...
- discuss the three main learning styles (auditory, visual, kinesthetic)
- analyze and assess their own learning style
- recognize the learning style of a tutee and adjust their teaching methods and tools accordingly
- develop a variety of teaching techniques that incorporate all three learning styles
  . wherever possible

Curriculum Organizer: The Importance of Perspective, Empathy, & Respect

Topic #1: Self-esteem & fear of failure
It is expected that students will...
- recognize and interpret tutee resistance and lack of motivation as a function of self-esteem issues, and fear of failure
- develop positive self-esteem in the tutee through continuous positive reinforcement, appropriate emotional support, and a sincere respect& empathy for the tutee's frustrations and fears
- develop opportunities for success through creative problem solving and scaffolding support of assignment completion

Topic #2: Socio-economic and other personal factors
It is expected that students will...
- compare and contrast the impact of various socio-economic factors on a student's opportunities to learn, & their motivation to learn
- identify possible personal factors which may be affecting the tutee's success in school (such as lack of home support, family in crisis etc)
- recognize and support anxiety issues in tutees (especially test stress)

Topic #3: Relevance
It is expected that students will...
- explain the relevance of school learning to the tutee in a way that emphasizes the future goals of that individual
- connect school topics (curriculum) to the outside world, to help tutees see the relevance of the material to their own lives

Instructional Components:

Activities, techniques, methods of instruction:
- Direct instruction (Peer Tutor Training Day, and throughout the course)
- Indirect instruction through modeling
- Interactive instruction, group work & learning
- Independent practice and learning with a variety of tutees
- Practical creativity, on-the-spot thinking & problem solving
- Access to peer tutor manual which includes instructional tools
- Access to supplementary teaching/learning tools(i.e., key visual frameworks, graphic organizers, essay outlines etc)
- Access to supplementary text resources, over and above currently used classroom texts
- Hands-on learning, with direct teacher guidance as needed
- Scaffolding method: teacher support pulls away as tutor gains confidence & skill
- Tutor discussion & sharing opportunities
- Access to Internet resources
- Regular feedback and guidance through bi-monthly summary reports
- Teacher-tutor conferences, discussions

Intent of Learning Outcomes (see Learning Outcomes page):

Curriculum Organizer: Reasons for school success/failure
Topic #1: Learning Disabilities
Topic #2: Attention/behavioural issues
Topic #3: Adapted vs Modified School Programs

The learning outcomes that relate to these topics are intended to expand the student's knowledge base with respect to the variety of learners who are present in classrooms today, and to help them understand some of the biological, genetic, neurological and cognitive reasons for these differences. The intent is that the student will adjust their worldview based on the knowledge and experiences gained working with peers who struggle, and will appreciate and accept the idea of multiple intelligences.

Curriculum Organizer: Communication & teaching skills
Topic #1: Verbal-language skills
Topic #2: Non-verbal skills
Topic #3: Learning Styles

The learning outcomes that relate to these topics are intended to expand the student's knowledge base with respect to the complex nature of communication and teaching skills. The intent is that students learn through practice and prompting to be more effective communicators; that students recognize those skills which they need to improve upon, and make a conscious effort to develop their skills through their role as a peer tutor. The intent, as well, is that they learn to recognize the learning styles of themselves and others in non-judgmental ways, and learn to adjust their teaching style to meet the needs of the learner.

Curriculum Organizer: The Importance of Perspective, Empathy, & Respect

Topic #1: Self-esteem & fear of failure
Topic #2: Socio-economic and other personal factors
Topic #3: Relevance

The learning outcomes that relate to these topics are intended to expand the student's knowledge base with respect to the complexity of the human condition, and the impact of societal, cultural, and socio-economic factors on the individual's success in school. The intent is that students have a chance to see into another person's life and personal experience, to be able to learn greater empathy, and respect for the individual, regardless of school achievement or academic ability or success. The overall intent is to allow students to broaden their world-view by breaking down stereotypes and pre-conceptions through relevant interaction with peers who have a very different life/school experience than their own.

Assessment Components:
- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Daily Logs and Bi-Monthly Assessments:
- Allow the teachers to assess and evaluate the following knowledge on an ongoing basis: knowledge of Learning Disabilities, knowledge of attentional/behavioural issues, knowledge of teaching strategies and tools, knowledge of various learning styles, knowledge of curriculum, etc.
- Allow the teachers to assess and evaluate the following skills on an ongoing basis: ability to use class time effectively, ability to interpret and explain curriculum, ability to engage and motivate the tutee, ability to interpret and ameliorate learning problems/barriers, ability to create new and individualized learning support tools, etc.

Marks Breakdown:

Daily logs & bi-monthly summaries: 30%
Semester Project: 20%
Evaluation of teaching-tutoring skill: 50% .... Total 100%

Learning Resources:
- Tutor Training Manual: as developed by ind ividual schools
- "Put on a Learning Disability" workshop, used with the permission of the Learning Disabilities Association of BC, Tri-Cities Chapter
- Internet resources
- Classroom teachers
- Various texts and learning resources available in the Learning Resource Centre
- Reading 44 Manual: access to graphic organizers, key visuals, etc.
- Authentic research resources as the student accesses them independently while doing the semester project (i.e. interviews with parents, peers, outside professionals etc)