# BAA Peer Tutoring 12

**District Name**:             Coquitlam

**District Number**:         SD #43

**Developed by**:            Lasta Graf, Mike Johnson

**Date Developed**:         February, 2005

**School Name**:            Dr. Charles Best Secondary, Centennial Secondary

**Principal's Name**:       Brian Fichter (Dr. Charles Best Secondary)
                                 Bryan Evans (Centennial Secondary)

**Board/Authority Approval Date**:    April 4, 2005

**Board/Authority Signature**:

**Course Name**:            Peer Tutoring

**Grade Level of Course**:       12

**Number of Course Credits**: 4

**Number of Hours of Instruction**: 120

**Prerequisite(s)**:            BAA Peer Tutoring 11

**Special Training, Facilities or Equipment Required**:
Tutors may work in a variety of different teaching/learning spaces including but not limited to Learning Resource Centre, Skill Development Classroom, Library, ESL, classrooms, regular classrooms, and shop classrooms.

**Course Synopsis**:
By the end of Peer Tutoring 12 course, students will have expanded the knowledge and skills related to teaching, learning and study that they acquired in Peer Tutoring 11. Students will have opportunity to investigate psycho educational, physical, behavioural, and environmental factors which impact on student learning and achievement. Students may have opportunity to work with other students who possess varied abilities including English as a second language, mild intellectual disabilities and specific learning disabilities such as tactile kinaesthetic disabilities, perceptual disabilities, language learning disabilities, hyperactivity, impulsivity, distractibility and learned helplessness. They will gain insight into achievement testing with norm referenced tests, developing I.E.P.'s, goal setting, the teach–reteach model. Students will have acquired basic understanding of different learning modalities, of Bloom's Taxonomy of educational achievement. Peer Tutoring students will continue to gain empathy and respect for their peers

who experience difficulties in school and they will mature in their understanding and appreciation of people with learning challenges.

**Rationale**:

The Peer Tutoring 12 course is an important extension of Peer Tutoring 11. It allows/encourages students to further investigate their interests in working with people, especially if they are interested in pursuing a career in one of the helping professions. It allows peer tutors to broaden their scope of peer tutoring to include academic students experiencing course difficulties, students in need of refined study skills, leaning disabled students, gifted students, mentally challenged students, skill development students, physically disabled students who lack self discipline or motivation and English as a second language students. Peer Tutoring one to one or in small group situations also encourages cooperative and collaborative decision making skills and provides opportunity to further develop peer mediation and conflict resolution skills. The course challenges the peer tutor to consider the tutee within the context of the school system and to begin to explore ways to facilitate success within that system.

**Organizational Structure**:

| Unit/Topic | Title | Time |
|---|---|---|
| Unit 1 | | |
| Unit 2 | | |
| Unit 3 | | |
| Unit 4 | | |
| Unit 5 | | |
| | **Total Hours** | |

Time Allotments:

Like Peer Tutoring 11, Peer Tutoring 12 is not delivered in a traditional setting – sequential order, and as students learn at their own pace and complete tasks, and acquire skills at a very different rate, there are not specific allotments given to have students attain the learning outcomes. Direct instruction to a large group occurs the start of the class and afterward only infrequently as the students are expected to meet the fully integrated outcomes at different time throughout the year in individual or small group settings.

**Unit/Topic/Module Descriptions**:

# Curriculum Organizer:
# Recognition of contributing factors to student success/failure

Topic#1: Learning Disabilities
Topic#2: Attention/behavioral issues
Topic#3: Adapted vs Modified School Programs
Topic#4: ESL
Topic#5: Physical and/or Cognitive Disabilities
Topic#6: Emotional Barriers

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, cognitive, and emotional 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 and socio cultural influences on student achievement.

**A review of the following three topics from BAA Peer Tutoring 11 Learning Outcomes**

### 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 environment 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

## Topic #4: ESL
*It is expected that students will:*

- distinguish between the language problems of English Second Language students and International Students and how these might contribute to a tutee's learning problems.
- recognize cultural barriers and social differences that may contribute to learning differently.

## Topic #5: Physical and/or Cognitive Disabilities
*It is expected that students will:*

- recognize the impact of a variety of physical and cognitive disabilities on a tutee's acquisition of learning outcomes within a regular classroom and/or using standard curriculum materials.
- adapt or modify support for needs such as but not limited to vision, hearing, motor skills, autism and moderate to severe intellectual disability.

## Topic #6: Emotional Barriers
*It is expected that students will:*

- distinguish between some internal and external factors
- recognize some factors that may require additional professional support
- demonstrate an ability to listen to tutees in a non judgemental manner.

# Curriculum Organizer: Communication and Teaching Skills

Topic#1: Verbal-language Skills
Topic#2: Non-verbal skills
Topic#3: Learning Styles
Topic#4: Technology
Topic#5 Uses of Tests

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 and to make students aware of current trends in the communication of instruction and evaluation. It is intended that student learn through practice and prompting to be more effective communicators, especially with their tutees. The intent is that they learn to recognize a variety of learning styles and adjust their peer teaching style to meet the needs of the tutee. It is also intended that they learn to effectively communicate in a non-judgmental manner.

**A review of the following three topics from BAA Peer Tutoring 11 Learning Outcomes**
### 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

**Topic #4: Technology Skills**
*It is expected that students will:*
- Demonstrate the ability to use and support the tutee in the use of internet for study purposes.
- Demonstrate the ability to use and support the tutee in the use of a word processor to facilitate written expression and output.

**Topic #5: Uses of Tests**
*It is expected that students will:*
- Explain the nature and use of a norm referenced test.
- Distinguish from among different types of test (objective vs subjective, diagnostic vs summative).
- Provide tutees with test taking strategies learned from this class.

# 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
Topic#4: ESL/International Students
Topic#5: Life Skills/Special Needs programs
Topic#6: Post Secondary

The learning outcomes that relate to these topics are intended to sensitize to the student to the complexity of the human condition, and the impact of societal, cultural, socio economic factors on the individual's success in school. The intent is that students have a chance to view the experiences of others including but not limited to their backgrounds, goals and achievements in school.

**A review of the following three topics from BAA Peer Tutoring 11 Learning Outcomes**
>    **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

## Topic #4 ESL/International Students
*It is expected that students will:*
- recognize the unique frustrations that these students face (isolation, loneliness, cultural clashes, parental pressure to succeed)
- recognize the challenges provided by ESL and International Students in the regular classroom.
- develop basic support strategies for specific students within specific classrooms.

## Topic #5 Life Skills/Special Needs Program
*It is expected that students will:*
- explain major issues about educational accessibility for those with exceptional problems or weakness.
- recognize discrimination.
- provide some advocacy for a single tutee (one they have elected to tutor).

## Topic #6 Post Secondary
*It is expected that students will:*
- recognize the diversity of goals and have respect for differences in future goals.
- demonstrate an understanding of the role of the school in promoting positive self image and goal setting.
- explain the power of peers in goal setting.

**Instructional Components:**

**Activities, techniques methods of instruction:**
- Direct Instruction (Peer Tutor Training Day)
- Indirect Instruction through modeling
- Interactive instruction, group work and group learning
- Independent Practice and learning with a variety of tutees
- Practical creativity, on-the-spot thinking and problem solving
- Access to peer tutor manual, which includes instructional tools.
- Access to supplementary text resources, over and above currently used classroom texts
- Access to supplementary teaching/ learning tools (i.e. Key visual frameworks, graphic organizers, essay outlines etc.).
- Hands on learning with direct teacher access as required.

- Scaffolding method employed, teacher support is diminished as tutor confidence increases
- Access to internet resources
- Regular feedback and guidance through biweekly summary reports
- Teacher tutor conferences and discussions

**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

**Learning Resources:**

- Tutor Training Manual as developed by individual schools
- Tutor training workshops developed by school and/or District
- Internet Resources
- Classroom Teachers
- Materials available through Learning Resource rooms