

FORMATION OF A TUTOR

By Tess Fisher

Tutoring Up-Grades, Inc.

“When I grow up I want to be a _____.” Of the myriad ways I’ve heard that sentence completed, never once was the blank filled with “tutor,” and that includes myself. In high school I helped my friends with math and even helped the weird kid that sat next to me. People were always saying I should be a teacher. I balked; no way! Teachers work really hard for little or no appreciation from the students they help. In college, even the professors started suggesting I take a look at helping out in the Math Lab until I finally gave in and tried it.

To my delight, tutoring was very satisfying. I found that I was able to really help other students in a deep and meaningful way. It was not teaching in the sense of lecturing to a group; it was personal interaction on a level that let me see what it was the student didn’t understand when the teacher taught the class - to truly address that gap and help the student close it. And the best part was the students; they were really grateful for the work we did together.

Teaching and tutoring are two very different and yet strangely similar occupations. In tutoring there is a lot of teaching, and yet there is little tutoring in teaching. Rarely does a classroom teacher have time to stop the flood of instruction to delve into the little details that one student is curious about or simply doesn’t comprehend. As partners in the learning experience, I work with students

where they need the most help. Working together, I guide the student to become a self-sufficient problem solver, a learner.

The work I did as a tutor in the Math Lab led directly to the formation of my current tutoring business. It was through this business that I learned of the National Tutoring Association and the process for certification. I found other websites that, for a fee, would “certify” me. With no real criteria for certification other than the fee, I found those sites rather distasteful. What does it mean to have a piece of paper with nothing substantial gained from it? The certification for the NTA is both thorough and helpful. I wish I’d known about it as a tutor in college.

I love to tutor and my passion for it has been made even stronger by the Tutoring Foundations

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The Editor requests articles concerning:

- Tutoring programs
- Innovations in tutoring practices
- Ways to individualize instruction
- Educational software and hardware
- Peer tutor training
- Private Practice Tutor information
- High School/Middle School tutoring programs

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FORMATION OF A TUTOR

course offered to secure certification through the NTA. When I took the course, I was pleasantly surprised and thrilled to find there were names for things I did naturally in tutoring. My favorite example was learning about the Socratic Method. This technique was something I'd always done and never known it was a tutoring style all its own.

With the instruction provided through the certification, I learned how to hone my skills to better serve all kinds of students in many different situations. While much of what was taught was natural to me, having the guidance of the course helped to train my intuitive gift - like providing a natural singer with instruction to raise her level of singing skill to that of a true polished professional.

As the owner of a professional tutoring service, all of the tutors working for me are required to certify with the NTA. This certification provides consistent and thorough training and a level of professionalism in our tutors that parents really appreciate. I enjoyed the certification course and look forward to many more learning opportunities through the NTA as I grow and my business grows.

Currently, Tess is a proud member of the National Tutoring Association. She is certified with the NTA at the Advanced Level with a Mathematics endorsement. The NTA is the only association in the United States accredited to train and provide certification to tutors. Tess' NTA Mentor, Ira Copperman, provides her with tutoring guidance as needed.

Tess looks forward to helping all of her students and to becoming part of their success story.

LETTER FROM THE PRESIDENT

Dear Fellow NTA Members:

On behalf of the National Tutoring Association (NTA), I am delighted to welcome you to this wonderful organization. I have been associated with the NTA in different roles for many years. The NTA always works for the wellbeing of students, tutors, and tutorial personnel. I am honored and thankful to Dr. Sandi Ayaz and the NTA Board of Directors for giving me the opportunity to serve as the President of this organization.

Over the years, the NTA has gone far beyond a national organization. It has become an international organization. The NTA is the oldest and largest professional association whose activities are exclusively dedicated to all phases of tutoring. We have members from many countries around the world. Our Board of Directors participate in many international tutorial events. One of our Board of Directors will attend the Global Tutoring Association Meeting in Greece, and another director will be working as a liaison with the NTA of England.

No matter how proficient people are in their profession, they can always hone their professional skills in their chosen fields by networking with members of national organizations. Whenever I pose a question or concern to the NTA members, I receive many useful suggestions or solutions to that question or concern. This organization always provides its members and conference attendees with information about the best tutorial practices that are taking place around the world.

The crucial factors currently facing higher education are accommodating society's strong desire for increasing students' learning and assuming more responsibility for what students learn. Due to substantial budget cuts and increasing enrollment, class sizes are becoming larger and larger. As a result, instructors may not be able to pay attention to students' individual needs. In a class of 25-35 students, it is impossible for an instructor to give individualized attention to each student. Therefore, students seek help from tutors when they are unable to understand the course content or want to reinforce their classroom learning. In recent times, due to the changes in the new Pell Grant laws and regulations, there is a significant change in America's higher education, and it has been reflected in the demographics of the student body of many inner city higher education institutions. The number of semesters that the students are allowed to receive the Pell Grant has been significantly decreased. That means students will have less time to graduate if their college education relies on the Pell Grant funded financial aid. This change will have an impact on many students' education endeavors. Many colleges around the nation have developed Task Forces on College Completion. I am confident that these colleges included their respective tutorial services personnel in the conversation about how they can help the students to graduate within the stipulations of the Pell Grant. As I see it, the tutorial personnel (including tutors and administrators) have bigger roles to play in the College Completion Initiative.

Private tutoring has expanded tremendously. Parents not only hire tutors to assist their academically challenged children and home-schooled children, but they also hire tutors to assist their academically gifted children. Many parents send their children to private learning centers to prepare them for college entrance exams (SAT, ACT, GRE, GMAT, MCAT, LSAT, etc.). It is very clear that tutors play a major role in the learning equation, and they should be trained so that they can help the millennium students enhance their learning and achieve their academic goals. The mission of the NTA is to foster the advancement of tutoring to enhance student academic growth. The mission of a tutor is to empower tutees to become successful independent learners. Therefore, tutors should join organizations such as the National Tutoring Association so that they can network with tutors from all over the world. The success of a tutorial program depends on the quality of training. The NTA offers a variety of tutor training options including on-line training. We also offer personal and institutional tutor certification and on-line tutoring certification. Please check our website <http://www.ntatutor.com> or call at 863-529-5206 to learn more about our training programs.

The NTA designated the year 2013 as a Community Work Year, and we are involved in many community activities. Therefore, we will not have an Annual Conference this year. However, we are very excited about the 2014 NTA Annual Conference. We are diligently working to schedule some world famous speakers for this Conference. We will bring you the best concurrent sessions from across the nation and abroad.

Finally, you are a member of the most revolutionary tutoring organization, and you should be very proud to be a part of this world-wide organization. Your personal or institutional membership is very important to us. Please renew your membership if you have not already done so. Also, we would highly appreciate it if you could please bring new members to our organization. Please let us know how we can help you or your organization to achieve your mission.

Sincerely,

Pamela Bandyopadhyay

Dr. Pamela Bandyopadhyay

NTA President



TUTORING AND MENTORING ARE NOT THE SAME

By Margaret Nuttall

*TRIO Students Support Services Program and Tutoring Specialist
California State University San Marcos*

My supervisor tasked me with researching into setting up a mentoring program for our first year students. Even though I am an educator, and have been in tutoring for several years, my knowledge about mentoring was limited. As I was gathering the information, I noted the similarities and differences (see below) in tutoring and mentoring. While I did not examine those similarities and differences at that time, writing this article has provided me with the opportunity to clarify the concepts. Through my training and subsequent certification I had prior knowledge about tutoring, and I found a plethora of information about mentoring online. However it was while I was conducting some primary research that I found an excellent example of why it really does matter if there are misconceptions about tutoring and mentoring (see later in the article). The following content is a brief comparative look at the role of a tutor and the role of a mentor, and what it is that sets the two apart from each the other.

A tutor is a person who gives individual or small group instruction to students who are struggling with academic subjects. The instruction lasts until the tutees have overcome their learning blocks and no longer need the services of a tutor. On the other hand, a mentor is a person who provides emotional support, and acts as a role model, counselor and guide for the mentee (The Differences between Mentoring and Tutoring 2010). Although there are clear distinctions between the role of a tutor and the role of a mentor, the similarities could initially give one the impression that tutoring and mentoring are the same (The Differences between Mentoring and Tutoring 2010).

The similarities between tutoring and mentoring start with their historical origins, In Greek Mythology Odysseus was instrument in creating the first

mentor (What is a Mentor? 1997), and Socrates the Philosopher is credited as being the first tutor (Crossroads of Learning 2007). Both the tutor/tutee pair and mentor/mentee pair begin as strangers and develop relationships which are built on trust; tutees trust that their tutor knows the subject and mentees trust that their mentor has the experience and commitment to support them. Both tutoring and mentoring programs require careful planning and preparation, and confidentiality is a major component in each program. In addition, tutors and mentors are accountable to their supervisors and managers in all program related matters. Finally a major element common to both and tutors and mentors, requires them to undergo a criminal background check. At this point tutoring and mentoring may look as if they are the same, but it is the differences that really set them apart.

The differences between tutors and mentors include training, the relationships and duration of those relationships. Tutors must be highly trained in their academic subject and it is essential that all professional, peer and program tutors are trained and certified through an accredited organization such as the National Tutoring Association (NTA). While mentors are not required to be trained to the same degree as a tutor, they are required to participate in the mandatory training as provided by their particular mentoring program. Another main difference between the two roles lies in the relationships. Tutoring is strictly an academic relationship which is finite and ends when the tutee has overcome his/her learning blocks so he/she no longer needs a tutor. It is important to note that the tutor/tutee relationship must always be kept at a strictly professional level, and the tutor must always adhere to a code of ethics (NTA). In contrast, a mentoring relationship is really dependent on the mentor and mentee establishing a close bond, and sharing experiences (Tutoring and Mentoring: Same Words-Different Meaning 2011) Mentoring provides an extended and personal relationship, between the mentor and mentee, which grows and develops over a period of time, and ends when both parties decide to conclude their partnership.

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TUTORING AND MENTORING ARE NOT THE SAME

So, why does it matter if there is confusion and/or misconceptions between the roles of tutors and mentors? As part of my groundwork for setting up the mentoring program, I spoke with colleagues who had successful mentoring programs in place. The most important advice they shared with me was to be sure to include a clause in our mentoring program documents that clearly states that a mentor is not a tutor! My colleagues explained that some of the students who signed up to be mentees on their program were surprised, and frustrated, to learn the mentors were not tutors! Those students expected their mentors to give them academic support and were very disgruntled to learn otherwise. Therefore, it matters when it is the students do not understand that mentoring and tutoring are not the same.

Through my research I found the main similarities and differences between tutoring and mentoring (see above). Furthermore I have identified what I see as the important differences that distinguish tutors from mentors, that is a level of training, and the relationships. Mentors focus on developing close relationships with their mentees whereas tutors concentrate on giving academic support to their tutees. It is clear to me that mentoring and tutoring are not the same, each has common underlying traits but also distinct features which sets them apart.



SORRELLS RECEIVES INNOVATIVE ACADEMIC SUPPORT INITIATIVE AWARD

Darrin Sorrells, Ph.D., Learning Assistance Specialist at the University of Southern Indiana and a member of the NTA Board of Directors was honored on March 6 at the American College Personnel Association (ACPA) annual convention in Las Vegas, Nevada. Sorrells was the recipient of the Innovative Academic Support Initiative Award, presented by ACPA's Commission on Academic Support in Higher Education. He was nominated by one of his colleagues at the University of Southern Indiana and selected by the Commission on Academic Support in Higher Education through a peer review process. According to the Commission on Academic Support in Higher Education (2013), "the award is presented to an individual or group who has shown innovation in the development of new or redesigned programs, practices, and collaborations to enhance academic support on an individual campus or within the larger field." Since assuming his current position at the University of Southern Indiana in 2010, Dr. Sorrells has actively worked to develop and design new initiatives in support of both the strategic plans of University Division and the campus. Among his new initiatives are creating and implementing an academic peer coaching program for student athletes, collaborating with multiple departments to launch new tutoring opportunities at satellite locations on campus, and securing grant funding to begin a new science textbook lending program. The NTA would like to congratulate Dr. Sorrells for receiving this worthy recognition!

LSAC 2013 NATIONAL CONFERENCE

Conferences are good things, right? Well, this one is sure to be! Kwantlen Polytechnic University in British Columbia, Canada is hosting the second, national Learning Specialists of Canada (LSAC) conference and it is going to be a great event. The theme of the conference is The New Face of Learning: Transforming Lives. We have planned an exciting menu of learning and growing professionally, from a pre-conference day which includes a tutor training event, symposium, educational tour and Vancouver city tour to two full days of concurrent sessions and a post conference Supplemental Instruction event. The conference setting is in the beautiful Lower mainland of British Columbia, with the ocean at your feet and the mountains easily accessible by city bus.

We have already received proposals from all over North America on an interesting array of topics. You will be able to participate in round table discussions or find out about the latest in assistive technology. The conference is focused on those who work to ensure student academic success and is therefore of interest to a wide variety of educators and learning support staff. Because the conference is in Canada though, it is an excellent opportunity to mingle with colleagues north of the 49th and find out what the concerns are here; are they similar, and if so, in what way? Do Canadian educators have the same concerns with standards-based education? Are there other more pressing concerns? How does the culture of Canada shape the goals of the post-secondary learning centre environment in Canada?

The call for proposals has been extended until March 25th and proposals are being looked at and responded to as quickly as possible. We hope that we will receive proposals that fit with our theme from tutors as well, since one of the important components of university and college learning centres is the many tutors who work with students who are struggling with their course work. The tutoring experience is often overlooked, and therefore, it is important to bring it into focus by showing more

prominently the role that excellent tutoring plays in supporting students in a post-secondary environment. Proposals can be submitted for a variety of session types ranging from contributed papers, tech-talks and round table discussions to panel sessions and poster sessions. The session types are designed to appeal to a variety of presentation and learning styles.

Of course, conferences are also enjoyable because it is an opportunity to travel to a different part of the world. We have a fantastic taste of Vancouver tour planned for the pre-conference day that will entice you to either stay longer or come back! The motto of British Columbia is 'The Best Place on Earth' and although I am probably very biased, I think it really is amazing. What other city do you know of where you can enjoy spring skiing, a bike ride and a sea kayak trip all in one day? And that is just in the Vancouver area! We also have one of the most prominent wine growing regions in the world in the Okanagan Valley.

I hope that you will consider joining us in May for a fun and informative conference. If you would like more information, please visit:
<http://kwantlen.ca/lsac2013.html>

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DESIGNING TUTORING SESSIONS FOR ADULT STUDENTS

By Michelle Rogers
Chicago State University

Angeline had not been to school since graduating from high school, thirty years ago. As she expected, her first semester in college proved to be an immediate disaster. Angeline received a failing grade on her first assignment of the semester and in her most dreaded subject, English. However, with some degree of hesitation Angeline decided to ask for help. Although our first meeting was informal, it was still very productive. My first task was to create a relaxed atmosphere conducive for learning.

***As a result, Angeline was able to explain to me why she cringed at the thought of taking an English course, “especially at my age.” My immediate goal as Angeline’s tutor was to encourage and lend my support by helping her develop confidence and a positive attitude about learning. Since Angeline is an adult student, it is also important to involve her in decisions about the learning process. For example, after selecting several supplemental materials to be used during the tutoring sessions and explaining the time-frames to complete the selections, Angeline explained it is best if “I start with the one that only takes 30 minutes because I have to work today.” It is especially important with adult learners for tutors to be flexible when scheduling tutoring sessions. This ensures regular attendance and punctuality for most busy adults.

After our initial meeting, Angeline’s sessions were designed to help her stay focused on one concept at a time, as well as help her meet realistic goals. For example, Angeline had difficulty retaining information on how to avoid fragments and run-on sentences in writing essays. So, my job as her tutor was to make sure the tutoring lessons included adequate repetition and review. Discovering Angeline is a visual learner, supplement material on how to avoid fragments and run-on sentences, along with practice exercises were provided. The exercises were not only to be practiced at home, but also

reviewed before each tutoring sessions. Ultimately, this method was successful in helping Angeline remember how to avoid fragments and run-on sentences. Angeline later expressed she used this method to writing papers in other classes as well.

As an older adult tutor, I found it very easy to relate to Angeline because adult learners are really not so different than adult tutors. We both have responsibilities and lead very busy lives. Even so, sometimes building confidence in an adult’s ability to learn is the biggest challenge for tutors. However, once a trusting relationship is formed, tutors will reach their goal to help adult learners develop self-confidence, improve their study skills, and become independent learners. Angeline said after her final tutoring session, “I finally found someone who really understands what I’m going through.” In the end, Angeline was able to feel about herself because she accomplished her own person goals.

My motto as a tutor is: “Have the confidence that every student has the ability to learn. During every tutoring session, it is our job as tutors to be positive, patient, and persistent.

ABOUT THE NTA

**The National Tutoring Association
(NTA)**

**is a group tens of thousands of
individuals and organizations that are
devoted to supporting student
success through tutoring.**

**Our membership includes anyone who
is interested in tutoring, such as peer
tutors, paraprofessional tutors,
professional tutors,
literacy volunteers, tutor trainers
and administrators, and private tutors.**

**Our membership represents
elementary schools, high schools,
middle schools, colleges, universities,
and community programs.**

ACADEMIC COACH TRAINING AND PRACTICES AT MANHATTAN COLLEGE

By Bob Lasiewicz, M.A.

Managing Director, Crossroads of Learning

The academic coach training curriculum which leads to NTA certification recently underwent a major revision by the National Tutoring Association and Crossroads of Learning. The first iteration was seen in the workbooks used in the classroom training by Avery Austin at the 2012 NTA conference in Scottsdale last March.

Subsequently, the workbooks were again revised and a new on-line version of the course was designed, programmed and reviewed by an international team of educators. Two learning center professionals who had previously expressed interest were selected to enroll and they completed the program in early spring, 2013. It is now available for public enrollments.

Sandra Clayton-Emmerson is the coordinator of academic advancement in the Center for Academic Success at Manhattan College in Riverdale NY. It's an NTA accredited learning center that trains both tutors and academic coaches for NTA certification. They have approximately 65 tutors in their program. Sandra has been an educator since 1981 with experience as a teacher, librarian, learning specialist, and director of multiple writing and teaching/learning centers.

The following interview details Sandra's experience during the Academic Coaching training and the impact on her practice. Specific details on participating in the academic coaching training and certification can be found at the end of this article.

(Bob) Sandra, please share a bit of background regarding the professional development track you are on.

(Sandra) I took the Tutoring Foundations Basic level training in the classroom with Marisa (Marisa Passafume, Center Director, who is a NTA certified

trainer) and then moved into the online academic coaching course from Crossroads of Learning. I'm now taking the Intermediate level with Marisa. The goal is for me to train tutors after completing the Advanced level and the online trainer capstone.

How has the training and NTA certification program impacted your center?

I was just in the tutoring center I couldn't help but overhear some sessions. I was blown away by how good our tutors are, how well they use the Socratic method, how respectful and courteous they are toward to their tutees; and I was thinking, boy oh boy, it was such a good idea to get them trained and certified. In addition to the benefits to students who receive tutoring from a well trained tutor, one of the biggest impacts of a program like ours is on the tutors themselves, who become more aware meta-cognitively - not only of their own approach to learning, but how many different ways there are to approach the process. I see it every day.

Please describe your own tutor and academic coach training and how it benefits your practice.

The training was absolutely outstanding – for a couple of reasons. First of all, it made me go back over the pedagogical style I have developed and really take a hard look at how I taught and when I was a very effective teacher and when I was less so. And in light of what I was learning in the course I was seeing reasons why certain classes excelled and other classes not so much.

Another reason I really like it was I was introduced to new concepts that were specific to one on one coaching. One of the things I was most taken with was the cultural competency because I am tasked with providing coaching to our underserved population and those are first generation college students, military veterans returning to school on the GI bill and also recently released inmates from Rikers Island who take one of our Manhattan College courses in prison. When they pass the class and are later released they are invited to Manhattan

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ACADEMIC COACH TRAINING AND PRACTICES AT MANHATTAN COLLEGE

College to take two free courses. The first thing that happens when they get on campus is that they walk into my office. They are usually adult males with a very different culture than mine.

The whole lesson about metacognition also really resonated, teaching a person to learn how to take personal responsibility that's effective and that produces results. I've been starting all my students with questions such as what are your goals, what do you need to get there, how realistic is that, how do you evaluate your progress? You know, it is baby steps for most of these students, especially the older ones who are veterans or from the prison outreach because they haven't done this sort of thing in a long time. Most of them either dropped out of high school or haven't been in school since high school, so these questions are a good place to start. If you're in charge of your learning you can learn to learn, you can figure out how you think, you can figure out how you can learn best and then you can apply it.

As a graduate of both the Basic Tutoring Foundations and the Academic Coaching courses, how would you differentiate the two?

The Basic training covers those things that are quite likely to come up in a tutoring session such as etiquette, ethics, preparedness, friendliness, making a plan, or how to get the student to do his or her own work. The coaching aspect just takes what's in Basic, adds to it in a substantial kind of way and goes off on a higher order of information and pedagogical approach and so forth. It just seems to me that it is higher on the professional learning ladder. I found Basic very useful because tutoring is different than teaching and it was very good for me to be reminded of how it's different.

The academic coaching is about so much more than tutoring a subject. It has to do with helping

students grow into being competently in charge and responsible for their own learning and that's what I really like. And we're able to provide them with specific skills, time management, how to be an active reader, those kind of things that when you are in a tutoring sessions, you don't necessarily have time to do because your focusing on pre-calculus or business economics.

Who do you feel would benefit from the Academic Coaching course?

It would benefit anyone who is going to work with students but not necessarily in tutoring sessions. Normally what I do, I match up people who come to me with the right tutor for the subject in which they're struggling and then that student and I work together to get organized and get the whole plan in place and mapping it out, and working out the skills and strategies for making it happen. Academic advisors, even if they're not doing academic coaching, could apply a lot of what they would learn from this course in Academic Coaching to what they do and find it very, very helpful.

Please describe the Crossroads of Learning online environment, the nature of the assignments and your interaction with your mentor.

This was the first online course I had ever taken. Everything was seamless. The readings with links to outside readings and websites really worked. The assignments following the readings made perfect sense and I was able to reach my mentor anytime I needed to. Just shoot her a message and she'd be back to me within a day or two and she was very helpful. The asynchronous approach provided me with time for reflection so that when I did send a message to Dr. Ayaz I had time to figure out what I really wanted and needed to know. Another thing was I like the fact that I could move at my own pace because I was starting a brand new job and taking the course and seeing students, and you know, it was nice that I was able to work on it at home, put a little in the cracks, you might say. So that was very useful.

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ACADEMIC COACH TRAINING AND PRACTICES AT MANHATTAN COLLEGE

ACADEMIC COACHING PROGRAM DETAILS

The Academic Coaching course has a pre-requisite of either the Basic Tutoring Foundations training or the Comprehensive (Basic/Int/Adv) program. The successful completion satisfies the academic requirements for either the Basic or Advanced Academic Coaching certification with the NTA. Tutoring Foundations training can be conducted either face to face, with workbooks (\$25 each) or online at Crossroads of Learning (\$159/module or \$349/Comprehensive.) The Academic Coaching course fee is \$219.00. Whether online or with workbooks, every student is under the supervision of an NTA certified trainer. A Train the Trainer program is also available for organizations their own staff to become a certified trainer (\$649.00). Note: online course fee increases of 8 – 14% will take place on May 15th, 2013.

For more information about any of the professional development programs leading to NTA certification please visit www.crossroadsoflearning.com, call 818.249.9692 x1 or send email to: bob@crossroadsoflearning.com.

For more details on NTA certification please visit www.ntatutor.com, call, or send email to: ntatutor@aol.com.



57TH PRESIDENTIAL INAUGURATION OF PRESIDENT BARACK OBAMA

By Karen D. Royster-James

Columbia College Chicago

The 57th Presidential Inauguration of President Barack Obama was amazing and memorable! I received five tickets from U.S. Senator Dick Durbin of Illinois to attend the inauguration. My mom and husband were supposed to attend. However, due to work my husband was unable to attend. My mother decided to stay home to care for my grandmother who recently had a stroke. My brother (Ronald), daughter (Genesis) and I traveled to Washington, DC to attend the inauguration.

We stayed in Fairfax, Virginia at the Best Western hotel. Our hotel stay and the yummy breakfast were wonderful. On Sunday, January 20, 2013, we traveled to Senator's Durbin office at the Hart Building in Washington, DC to pick up our inauguration tickets. The tickets were color coded. This was beneficial in crowd control and letting everyone know where to exit from the Metrorail to arrive at the designated area on inauguration day. I had two extra inauguration tickets. I gave one ticket to a family at my hotel that needed it for their son. I gave the remaining ticket to Avery Austin who lives about twenty minutes from our hotel.

We used public transportation - the Fairfax Connector (bus) and Metrorail (train) to commute to Washington, DC. The train ride was about twenty minutes. A commemorative Smartrip card was purchased for use the entire day of the inauguration. We waited in a very long and crowded line to obtain the Smarttrip card.

The day of the inauguration was exciting! We left our hotel early like others to get a good viewing space. The weather was in the 50s, but we still put on layers of clothing to keep warm. It was amazing to see so many people from all walks of life at the

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57TH PRESIDENTIAL INAUGURATION OF PRESIDENT BARACK OBAMA

inauguration. This was an exciting time for Genesis and a moment she will never forget. We visited the Smithsonian Museum, attended the National Day of Service and walked part of the National Mall, which is huge. At some point, my family plans to return back to visit Washington, DC and the National Mall. We were unable to see or visit everything. A few memorable photos and moments are enclosed for your review.

Video clips:

- http://www.youtube.com/watch?feature=player_detailpage&v=AfZRMD9H33k
- <http://hereandnow.wbur.org/2013/01/21/obama-inaugural-address>

Inauguration Day of Events:

- <http://washington.org/DC-guide-to/57th-presidential-inauguration>
- <http://www.inaugural.senate.gov/days-events>

HERE ARE SOME PHOTOS FROM OUR TRIP TO THE 57TH PRESIDENTIAL INAUGURATION OF PRESIDENT BARACK OBAMA!



MORE PHOTOS FROM OUR TRIP TO THE 57TH PRESIDENTIAL INAUGURATION OF PRESIDENT BARACK OBAMA!



TUTORING, A WIN – WIN PROPOSITION FOR EVERYONE

By Tim Charles
SC Tutor Program Director



The Sheridan College Tutor Program, located on the Sheridan Campus of the Northern Wyoming Community College District in Sheridan, Wyoming, possibly for the first time in

the institution's history, and certainly the first time in my tenure as director since 2009, officially celebrated National Tutor Appreciation Week last fall semester, October 1—5, 2012. We intentionally recognized and expressed appreciation for tutors and the great work they do during National Tutor Recognition and Appreciation Week, sponsored by the National Tutoring Association. NWCCD's Senior Staff, Administrative and Classified Staff, Department Heads, Faculty, and all Employees were encouraged to come help us celebrate National Tutor Recognition and Appreciation Week in the Sheridan College Student Success Center, where much of the tutoring activity happens on a daily basis.

Each day of Tutor Appreciation Week, the Tutor Program Director and Staff served homemade salsa, chips, homemade chili and cornbread, fresh coffee, ice water, green tea, and provided an array of homemade goodies, such as fresh baked cookies, banana nut bread, zucchini bread, and homemade ice cream. Two banners about the special event were hung in the Student Success Center (Please see attached picture), and in addition, numerous flyers were displayed in prominent places around the campus.

As director of the Tutor Program, I sent out daily reminders of the week-long event, with an attached list of the tutors who had served over the past two years, encouraging colleagues to consider expressing their appreciation for tutors' time and commitment to helping Sheridan College students achieve

and maintain student success. I mentioned that some tutors were still living in the community, or still living on campus, while others were attending or serving at other institutions. It was our goal that every tutor should receive a note of thanks and appreciation via their college email account, and hopefully administrative staff, classified staff, fellow students, and faculty members, especially those who recommended the student peer tutors for their positions in the tutor program, were impressed to put their expressions of gratitude into words, emails, and texts during that memorable week. I received very positive feedback from tutors who had received notes of encouragement or expressions of thanks via text messages or phone calls, which was encouraging to me as a director. As a culmination of National Tutor Recognition and Appreciation Week we gave each of our tutors a gift card that could be used at the Sheridan College Coffee Shop, or the campus bookstore.

The main goal of the Sheridan College Tutor Program this academic year is to achieve certification for all its tutors with the National Tutoring Association via the NTA's Crossroads of Learning Training Course, Foundations of Tutoring. In addition to the daily reminders, excerpts of interesting tutoring facts, statistics, and tips for successful tutoring were included in the daily emails. Certification is an important part of tutor training. Through certification, we can insure that training programs are held to the standards that produce knowledgeable and capable tutors. Research has shown that tutors need training to master effective tutorial and communication skills. In a review of research in effective literacy tutoring by Lois A. Bader (n.d.), the author reveals that a common factor of highly effective tutoring programs is professional training and supervision. Tutors who complete certified training programs meet this need for professional training. Programs that insist that their tutors complete such programs guarantee a high level of quality among their tutors. Because few states and school districts set guidelines or licensing requirements for tutors, certification helps those who tutor impose requirements upon themselves to achieve a professional

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TUTORING, A WIN – WIN PROPOSITION FOR EVERYONE

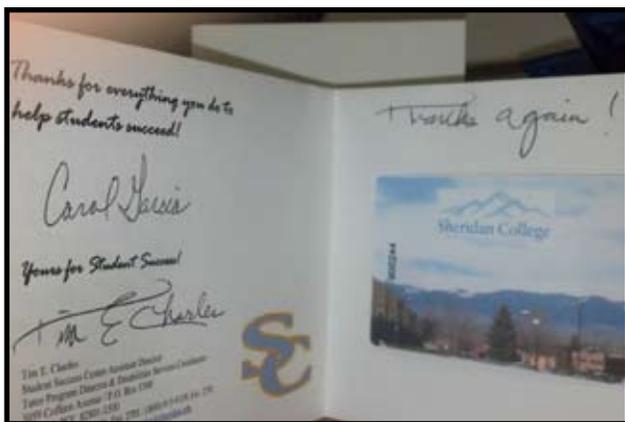
level of competence in their tutoring.” **Source:** “The History, Philosophy and Basics of Tutoring” in the Crossroads of Learning Training Course, National Tutoring Association.

Why tutor? Well, there are many reasons. Tutoring is an activity that benefits everyone involved - the tutor, the student, and the school, institution, or learning center. Research has documented that when peer tutors are involved, tutoring benefits the self-confidence, motivation, attitude towards subject matter and school in general, self-esteem, and academic achievement of both the tutor, and the student at a variety of grade levels (Robledo, 1990; Cohen, Kulik, and Kulik, 1982).

In an extensive review of research and literature about the use of peer tutoring in higher education benefits such as higher class and final exam grades, lower drop-out rates, and improved long-term retention of material learned were noted (Topping, 1996). In fact, Harman (1990 in Topping, 1996) suggests that preparing to tutor builds the tutor’s cognitive processes because it requires attention, motivation, review of existing knowledge and skills, and finding ways to simplify, clarify, and provide examples of the concept for the student. In fact, the academic benefits to tutors are so great that in a review of research in higher education, the reviewer concluded that, “If you want to succeed in college, pay to be a tutor; don’t pay a tutor” (McKeachie, 1990). Clearly, tutoring is a win-win situation for everyone.

ENJOY SOME PHOTOS FROM THE SHERIDAN COLLEGE TUTOR PROGRAM!





Train and Certify Through the NTA!

The National Tutoring Association is the oldest and largest association dedicated solely to the advancement of tutors. The NTA is the only association in the United States accredited to train and provide certification to tutors, tutor trainers, and tutorial programs. We are also the only association equipped to provide tutor training both face-to-face and online. In addition, the NTA is proud to announce that we are the first tutorial association to provide Tutor Trainer training online with our new Capstone program provided in tandem with our affiliate company Crossroads of Learning. Because NTA training is accredited, teachers can derive CEU's from our program, graduate students can earn credit, and tutors take away a certification that is something of their own, a certificate that holds real meaning for them and future employers. The NTA trains and certifies more tutors and trainers than any other association. Experience the difference.

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Intended Audience:

New Professionals Seasoned Professionals Administrators Instructors Support Personnel
 Peer Tutors SES Providers Small Business Owners Other

Topic Category:

Please describe up to 3 categories where you feel your topic best fits for audience relevancy and usefulness.

Examples: Peer Tutoring, Program Management, Ethics and Standards, Learning Theory, Mentoring, Collaborative Learning, Diversity, etc.

_____ _____

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Please type your summary on a separate page (250 word max.) If your proposal is accepted, your summary will appear in the conference program.

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4. Not be paid an honorarium.
5. Submit any address, name or presentation information change.

Presenter Signature _____ Date _____

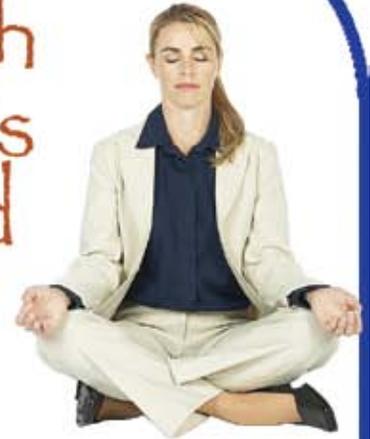
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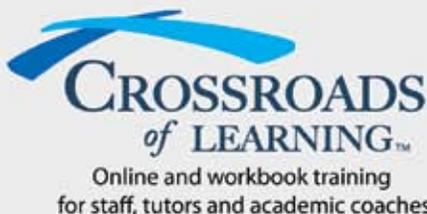
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