PEER TUTOR TRAINING Level 3
FALL 2017

Course Description

This course is designed to meet the College Reading Learning Association (CRLA) – Level 3 International Tutor Training Program Certification (ITTPC) requirements for Certified Tutor, Level 3.The purpose of Level 3 training is intended to give experienced tutors the opportunity to develop introductory management techniques, while also receiving additional training and assuming additional responsibilities regarding the tutoring program.

Course Objectives

- Improve the tutor's understanding of the tutoring process
- Strengthen the tutor's awareness of how people learn and how learning theories apply to tutoring
- Broaden the tutor's understanding of diversity and the role it plays in the tutoring processes
- Improve the tutor's management techniques

Training Topics

- Review of Levels 1 and 2 topics (required)
- Self-regulated, brain learning, and memory
- How to tutor target populations
- The role of learning

The trainer will act as a support system to help find resources and guide the tutor through the process. The trainer will used the ITTPC Standards, Outcomes, and Assessments as a tool to provide support and communicate expectations.

Assignments

Attendance: Level 3 training is self-directed and you will have the opportunity set the time in which you will meet with the tutor trainer. It is imperative that you attend the scheduled meetings and are punctual. It is required that you meet for at least 2 hours over the course of the semester and that time can be divided up man832 (e) 0.23ofr dn tinyt It iseseuggdt d thatr nondof the

Level 3 Rubric

- Develop a research topic related to tutoring based on your personal experiences and interests. Topics can include tutoring target populations, training and supervising other tutors, group management, etc.
- Discuss your topic outline during one -on-one consultation and decide on a completion date.
- The paper should be an appropriate length to fully cover the topic in detail. A minimum of 8 pages of written content is expected.

	Satisfactory	**Unsatisfactory**
Integration of Knowledge	The paper demonstrates that the author has applied concepts learned during tutor training and through personal experiences tutoring.	The paper does not demonstrate the author's understanding of tutor training topics and the relevance to personal experiences.
Topic Focus	The topic is narrowly focused and follows the plan set during one-on-one consultations. A thesis statement provides direction for the paper.	The topic is not clearly defined and does not follow the plan set during one-on-one consultation.
Depth of Discussion	All sections include in-depth discussion and elaboration on key points.	Little in-depth discussion or brief discussion in only a few sections of the paper.
Cohesiveness	All information from supporting sources is relevant to the topic and ties in well. The paper flows from one section to the next.	The paper does not tie together information and it does not flow.
Spelling and Grammar	Minimal spelling and/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources and Citations	More than 5 current sources used with	