

LEVEL THREE PEER TUTOR TRAINER HANDBOOK

The Learning Centres
at Kwantlen Polytechnic University



Level Three Trainer Handbook for 6 Hour Basic Training

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The Learning Centres at Kwantlen Polytechnic University, Surrey, BC, Canada

Foreword

KPU Tutor Training was developed with reference to the standards of CRLA, ATP, and NTA.

<http://www.crla.net/>

<http://www.myatp.org>

<http://www.ntatutor.com/>

This Trainer Handbook, to be used with the two PowerPoint Decks, and the six hour face-to-face workbook session is intended to help you train and coach new Tutors to the standard needed for Level Two Tutor certification.

Trainer Name	Date of Training
My mentor(s)	Contact Info

The purpose of this guide is to support trainers in enabling learners to effectively assimilate and apply the accompanying material to a level acceptable to the industry. This guide is intended for the trainer with experience and skill in conducting group learning and who is a current content expert in the subject matter. It is recommended that the trainer become familiar with the content and layout of the companion resources. An understanding of the information as well as the process of implementing the content is fundamental to using this guide.

How to Use this Guide

Lessons are laid out in such a way that they may be changed and adapted to suit the participant group. Activities are intended to be suggestions rather than prescriptions. The *Facilitation Strategies* section gives suggested time frames for each activity. However, these time frames are flexible depending on the skill level, experiences, size, and composition of the group.

As information about human behavior changes regularly, the trainer should be prepared to acquire and include additional Canadian and provincial support materials, reports, resources and information when delivering this content. A commitment to lifelong learning and change is important because of the fluid nature of information and knowledge.

Facilitation Principles

A number of principles should be considered throughout the delivery of this material.

Continued Planning and Preparation

Planning and preparation are an essential part of instruction. The time required to plan and prepare should not be underestimated, particularly the time it takes for the material to be delivered. A trainer may choose to research and prepare other materials as a supplement to the course design and content.

Equal Importance of Content and Process

Content and process are equally important. The trainer should attend to group and team dynamics, issues arising, and individual needs that may require attention. The learning activities are based on a suggested agenda, so a trainer may adapt it according to participants' needs. Participants need to feel they have been heard when they express issues of concern to them. Concurrently, the group and trainer need to modify their expectations or requirements as appropriate to the overall level of understanding and interaction of the group.

Balance within the Process

Attention to the process also means attention to the participants who dominate the group, and others who remain silent. The trainer should strive for balance in the level of participation among learners, encouraging quieter members to speak and politely telling more dominant members to give everyone a chance to speak. One technique that helps to achieve this balance is to ask various people to report back from small-group and team activities.

Encourage Participation

Experiential learning is one of the foundations of adult education. It has been proven to be a more effective method of mastering content than hearing a lecture, seeing a demonstration, or participating in a discussion. It is suggested that there be a balance of small-group and team activities, triads, pairs, and whole group work. Trainers should note that there will be times when a short lecture is necessary. Simulations through lab work and access to a reality environment are built into the curriculum.

Acknowledge Prior Learning

Participants come to the course with different knowledge, skills and needs. This should be acknowledged at the outset. The learning activities should facilitate ways for group members to learn from each other, as well as to learn from the trainer and the content. A good process rule is to move participants around so they work in small groups with different people. Mixing participants is also a good strategy for breaking up groups that may be stuck (too vocal or quiet).

Flexible Times

Flexibility is important. The trainer must be flexible in adapting time frames and content to the needs of the group. An activity that is given a suggested time frame of 30 minutes may take over an hour if the group finds the subject thought-provoking enough to discuss in more depth. The trainer must make some choices about time and adjust the agenda as necessary. At times the trainer should consult with the group in deciding how to proceed.

Make Time for Issues

There will be occasions when the group identifies a question or content area that seems important enough to address, explore or research in more detail. When this occurs, the trainer must try to address this need. One strategy is to gain cooperation from the group, and agreement that this information is a priority. Another strategy is to identify the issue as significant and agree to return to it at a later time.

Trainer Responsibility

The trainer must, however, maintain a certain degree of control and guidance over the group so that the learning outcomes are achieved. This means balancing the individual needs of group members with the overall structure and content of the curriculum and the overall needs of the group.

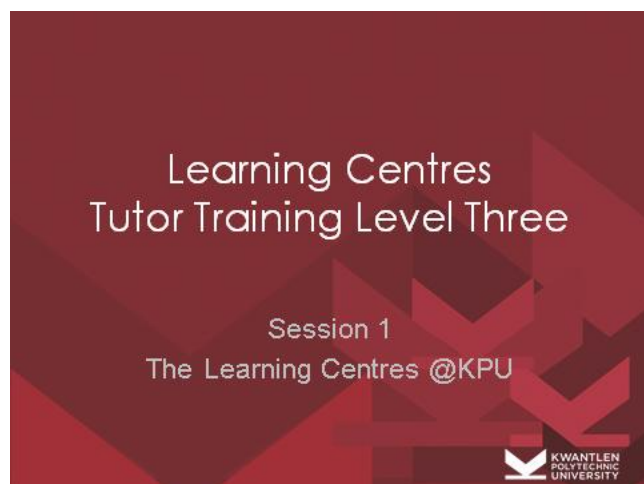
Facilitation Strategies

Time & Presenter	Activity – Session 1	Resources – Slide Deck 2-1
9:00 – 9:15 am 15 minutes Facilitators:	Welcome – Level Three, Session One Think of your strengths as a tutor and share this with another person. <ul style="list-style-type: none"> • What do you do particularly well? • What did you do that uses this strength? • How did others help you? • What are you most proud of in this strength? Think of a time when you were particularly successful as a tutor. What was the best part of that experience? Introduce presenters, agenda, and Learning Centres updates.	Name tags and pens as needed Spare paper and pens Instructions on flip chart or board or slide. Slidedeck 1, Slides 1 - 3 KPU Level Three Tutor Training Workbooks (p. 1)
9:15 – 9:45 am 30 minutes	Review Tutor Competencies <ul style="list-style-type: none"> • Level I • Level II 	Slides 4 - 6 Workbook – (p. 2)
9:45 – 10:15 am 30 minutes	Analyze Approaches to Tutoring <ul style="list-style-type: none"> • Promoting independence in learning; • Personalizing Learning; • Facilitating tutee insights into learning, and learning processes; • Providing a student perspective on learning and university success; • Respecting individual differences. What I've Learned by Tutoring Activity	Slide 7 Workbook – (pp. 3-4)
10:15 – 10:30 am 15 minutes	Break	
10:30 – 10:45 am 15 minutes	Tutoring Relationships Based on Trust and Expertise <ol style="list-style-type: none"> 1. The content of the message 2. The emotional impact of the message on the receiver. Expert Communication activity	Slides 8 - 9 Workbook – (p. 5)
10:45 – 11:00 am 15 minutes	Trust <ul style="list-style-type: none"> • Trusting Behaviour • Trustworthy Behaviour Comparison chart activity	Slides 10 - 11 Workbook – (pp. 6-7)

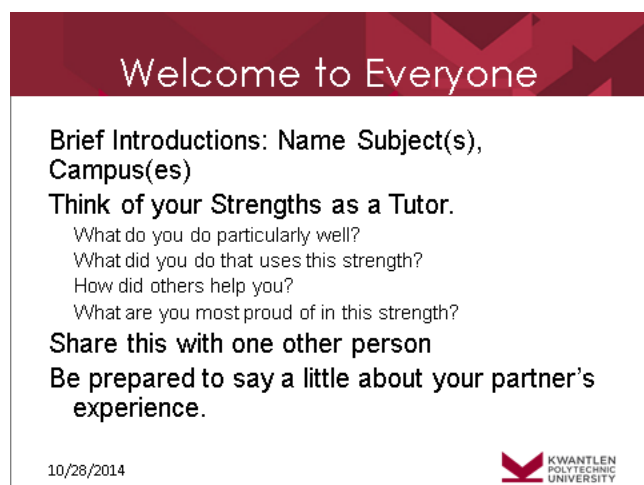
KPU Peer Tutor Trainer Handbook – Level Three

Time & Presenter	Activity – Session 1	Resources – Slide Deck 2-1
11:00 – 11:40 am 40 minutes	Analyze Difficult Tutoring Situations Case Study Activity	Slide 12 Workbook – (p. 8)
11:40 – 11:55 am 15 minutes	Best Tutoring Advice to Self and Others Discussion and Activity	Slides 13 Workbook – (p. 9)
11:55 am	Questions? Off to Lunch!!	Slides 14 - 16
1:00 – 1:15 pm 15 minutes:	Welcome Back – Level Three, Session Two Questions from the first session? What have I Learned?	Slidedeck 2, Slides 1 - 4 KPU Level Three Tutor Training Workbook – (p. 10)
1:15 - 1:40 pm 25 minutes	Portfolio Thinking <ul style="list-style-type: none"> • What are Portfolios? • Why Create Portfolios? • Who Creates Portfolios? 	Slides 5 – 8 Workbook – (p. 11)
1:40 – 2:00 pm 20 minutes	Information for Inclusion in a Tutoring Portfolio Collect and aggregate Tutor Evidence Activity	Slides 9 - 11 Workbook – (pp. 12-13)
2:00 – 2:30 pm 30 minutes	Develop a Personal Tutoring Philosophy <ul style="list-style-type: none"> • Complete the TPI online • Debrief 	Slide 12 Workbook – (p. 14)
2:30 – 2:45 pm	Break	
2:45 – 3:10 pm 25 minutes	Draft Philosophy of Tutoring and Learning Activity	Slide 13 Workbook – (p.15)
3:10 – 3:20 pm 10 minutes	Create a Personal Tutoring Portfolio Add meaning Share with Others	Slides 14 - 15 Workbook – (p.16-17)
3:20 – 3:50 pm 30 minutes	Electronic Portfolios Mahara	Slides 16 - 17 Workbook – (p.16- 17)
3:50 – 3:55 pm 5 minutes	Review, Next Steps, and General Questions	Slides 18 – 19 Workbook – (pp. 18-19)
3:55 pm 5 minutes	Feedback	Slides 20 - 21 Feedback form

Analyze Your Personal Strengths as a Tutor



<p>9:00 – 9:15 am 15 minutes Facilitators:</p>	<p>Welcome – Level Three, Session One</p> <p>Think of your strengths as a tutor and share this with another person.</p> <ul style="list-style-type: none"> • What do you do particularly well? • What did you do that uses this strength? • How did others help you? • What are you most proud of in this strength? <p>Think of a time when you were particularly successful as a tutor. What was the best part of that experience?</p> <p>Introduce presenters, agenda, and Learning Centres updates.</p>	<p>Name tags and pens as needed</p> <p>Spare paper and pens</p> <p>Instructions on flip chart or board or slide.</p> <p>Slidedeck 1, Slides 1 - 3</p> <p>KPU Level Three Tutor Training Workbooks – (p. 1)</p>
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Review Tutor Competencies

Review Tutor Competencies

- What do you remember?
- What do you use?
- What else do you need to know?

10/28/2014



9:15 – 9:45 am 30 minutes	Review Tutor Competencies <ul style="list-style-type: none"> • Level I • Level II 	Slides 4 - 6 Workbook – (p. 2)
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Review of Tutor Training One

- ✓ Learning Centres Overview
- ✓ Peer Tutoring Goals and Responsibilities
- ✓ Tutor Expectations and Ethics
- ✓ Plan Tutoring Sessions
- ✓ Utilize the Tutoring Cycle
- ✓ Communicate Effectively
- ✓ Reflect on Tutoring Processes
- ✓ Use Critical Questioning
- ✓ Bloom's Taxonomy
- ✓ Use Referrals When You Need Assistance
- ✓ Identify when to Stop the Tutoring Process
- ✓ CRLA Certification
- ✓ Learning Centres Procedures
- ✓ LASSI (study skills for success)
- ✓ Adult Learning Basics in Tutoring
- ✓ Professional and Welcoming Environment
- ✓ Observe Tutoring Sessions
- ✓ Discuss Issues of Copyright
- ✓ Plan Lessons
- ✓ Document the Tutor Processes
- ✓ Create Reflective Journal Entries on Tutoring Practices
- ✓ Self Evaluate, Receive Tutee and Other Feedback

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Review of Tutor Training Two

- ✓ Best Tutoring Experiences
- ✓ Intercultural Communication
- ✓ Cross-Cultural Perspective
- ✓ Cultural Safety
- ✓ Managing Personal Stress
- ✓ Evaluate Tutee Needs
- ✓ Socratic Questioning
- ✓ Tutor in Group Environments
- ✓ Key Tips for Academic Success
- ✓ Difficult Tutoring Situations
- ✓ Continue Tutor Certification Process
- ✓ Follow Learning Centres Procedures
- ✓ Complete TESAT instrument
- ✓ Tutor's Legal Responsibilities
- ✓ Issues of Academic Honesty
- ✓ Tutor Ethics in Action
- ✓ Revise Lessons and Document the Tutor Processes
- ✓ Utilize Presentation Skills
- ✓ Create Reflective Journal Entries on Tutoring Practices
- ✓ Self Evaluate, Receive Tutee and Other Feedback,
- ✓ Create Semester Goals

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Analyze Approaches to Tutoring

Analyze Approaches to Tutoring

- Facilitating
- Challenging
- Coaching
- Leading

What I've Learned by Tutoring Activity:


- Describe some of the approach(es) you take to setting goals – for yourself and for your tutoring sessions.

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9:45 – 10:15 am 30 minutes	Analyze Approaches to Tutoring <ul style="list-style-type: none">• Promoting independence in learning;• Personalizing Learning;• Facilitating tutee insights into learning, and learning processes;• Providing a student perspective on learning and university success;• Respecting individual differences. <p>What I've Learned by Tutoring Activity</p>	Slide 7 Workbook – (pp. 3-4)
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Build Tutoring Relationships Based on Trust and Expertise

Building Relationships	Communication	
<p>Three Principles for Success</p> <ol style="list-style-type: none"> 1. Trust 2. Effective Communication 3. Empathy <p>Building Tutoring relationships with others can be complex.</p> <p>10/28/2014 </p>	<p>Communication and Learning are interconnected.</p> <p>The two key components of communication:</p> <ol style="list-style-type: none"> 1. The content of the message 2. The emotional impact of the message on the receiver. <p>Describe how you connect with your Tutees when you are working with them.</p> <p>Seek first to understand and then to be understood.</p> <p>What strategies do you use to ensure that you understand what your Tutee and others are saying?</p> <p>10/28/2014 </p>	
<p>10:30 – 10:45 am</p> <p>15 minutes</p>	<p>Tutoring Relationships Based on Trust and Expertise</p> <ol style="list-style-type: none"> 1. The content of the message 2. The emotional impact of the message on the receiver. <p>Expert Communication activity</p>	<p>Slides 8 - 9</p> <p>Workbook – (p. 5)</p>

Trust

Trust

Cannot be bought, requested, or demanded.

Must be earned through your behaviours.

What is the difference between being
trusting and being trustworthy.

How are you trustworthy in your role as a
Tutor?

When you compare this with the list of Tutor
Ethics what stands out?

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10:45 – 11:00 am 15 minutes	Trust <ul style="list-style-type: none">• Trusting Behaviour• Trustworthy Behaviour Comparison chart activity	Slides 10 - 11 Workbook – (pp. 6-7)
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Trust

Trustworthy

Trusting

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Analyze Difficult Tutoring Situations

Difficult Tutoring Situations

Case Study Activity:

1. Brainstorm a variety of real ongoing difficult tutoring situations.
2. Pick a theme that resonates and form groups of three to four around that theme.
3. Create a case study of an ongoing tutoring situation in your theme area.
4. Give a short presentation on your case study to the larger group.

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11:00 – 11:40 am 40 minutes	Analyze Difficult Tutoring Situations Case Study Activity	Slide 12 Workbook – (p. 8)
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Best Tutoring Advice

Best Tutoring Advice

- What are the strategies that you do and can use to manage difficult situations and to fulfill your tutoring mandate and responsibilities?
- Write a paragraph of this advice to your self and others.

10/28/2014



11:40 – 11:55 am 15 minutes	Best Tutoring Advice to Self and Others Discussion and Activity	Slides 13 Workbook – (p. 9)
11:55 am	Questions? Off to Lunch!!	Slides 14 - 16

Questions and more questions!

What have you learned?

Have you changed your opinions?

Have you discovered new ideas?

Where is Lunch?



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Time for a Break!

End of Session One



Welcome Back – Level Three

Tutor Training 3, Session 2

- ✓ Welcome and Introductions
- ✓ Strengths as a Tutor
- ✓ Review Tutor Competencies – Level I
- ✓ Review Tutor Competencies – Level II
- ✓ Analyze Approaches to Tutoring
- ✓ Tutoring Relationships Based on Trust and Expertise
- ✓ Analyze Difficult Tutoring Situations
- ☐ Portfolio Thinking
- ☐ Information for Inclusion in a Tutoring Portfolio
- ☐ Develop a Personal Tutoring Philosophy
- ☐ Create a Personal Tutoring Portfolio

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1:00 – 1:15 pm 15 minutes:	Welcome Back – Level Three, Session Two Questions from the first session? What Have I Learned?	Slidedeck 2, Slides 1 - 4 KPU Level Three Tutor Training Workbook – (p. 10)
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Let's Review...

What I've Learned by Tutoring

1. Describe the approach(es) you take to setting goals – for yourself and for your tutoring sessions.
2. In what ways do you model effective study skills and student behaviours for your tutees?
3. What are some of your strengths as a Tutor?
4. Explain a few of the most significant things you have learned from your tutoring experiences? Why are these significant for you?

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Reflection Time

- Write a reflection paper on your observations about your tutoring. You will start this process with an Outline.
- What are your strengths, concerns, weaknesses, and areas for future growth?
- Discuss reflections with your Tutor Supervisor.

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Consider Portfolio Thinking

Portfolio Development

A portfolio is a Reflective Journal of your progress as a Tutor that includes:

- Statements of your Intent as a Tutor
- Artifact of your Tutoring Skills
- Ways that you have made changes to Adapt

All held together with a narrative of your journey.

Your Tutor Journal Entries are a great place to start on this process.

1/29/2015



Folio Thinking

is characterized by a personal awareness of one's own contribution, value, and responsibility.

It requires individualized thinking, context-creating communication infrastructure and may use technology-based knowledge management.

10/28/2014



1:15 - 1:40 pm 25 minutes	Portfolio Thinking <ul style="list-style-type: none"> • What are Portfolios? • Why Create Portfolios? • Who Creates Portfolios? 	Slides 5 - 8 Workbook – (p. 11)
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Folio Thinking

The reflective practice of creating learning portfolios for the purpose of creating coherence and making meaning.

Draws on:

- Experiential processes
- Reflective thinking
- Analytical thinking
- Thinking about your thinking



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Why Develop a Portfolio?

This is an opportunity to synthesize and publicize Your work on self-assessment, reflection, and analysis on the knowledge, skills, and attitudes of your tutoring practice and focus on tutee learning.



1/29/2015



Information for Inclusion in a Tutoring Portfolio

What is a Tutor Portfolio?

Teaching Portfolio: "is a comprehensive record of teaching activities and accomplishments drawn up by the (instructor)." 1990 *Dalhousie University Senate*

Your Tutoring Portfolio: A comprehensive record of your activities and accomplishments as a tutor, created by you.

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What goes into a portfolio?

Qualitative assembling of evidence of good tutoring, planning, and other activities.
Documents the content & quality of these activities.

Descriptions, through documentation over an extended period of time, of the full range of your abilities.

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1:40 – 2:00 pm 20 minutes	Information for Inclusion in a Tutoring Portfolio Collect and aggregate Tutor Evidence Activity	Slides 9 - 11 Workbook – (pp. 11-12)
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Portfolio Intent

Intended to facilitate the presentation of a
 person's achievements & major strengths
 self-assessment
 interpretation by others

Opportunity for self-reflection & growth,
 understanding yourself as a Tutor

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Develop a Personal Tutoring Philosophy

Tutoring Philosophy

Take the Teaching Perspectives Inventory at:

<http://teachingperspectives.com/>

Summary of Perspectives:

http://www.one45.com/teachingperspectives/tpi_html/tpi_summaries.htm

Consider what this means about your Tutoring.

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30 minutes	Develop a Personal Tutoring Philosophy <ul style="list-style-type: none"> • Complete the TPI online • Debrief 	Slide 12 Workbook – (p. 14)
25 minutes	Draft Philosophy of Tutoring and Learning Activity	Slide 13 Workbook – (p.15)

Inventory Debrief

What is your:

- highest area?
- lowest area?
- Beliefs, Intentions, and Actions as you tutor?

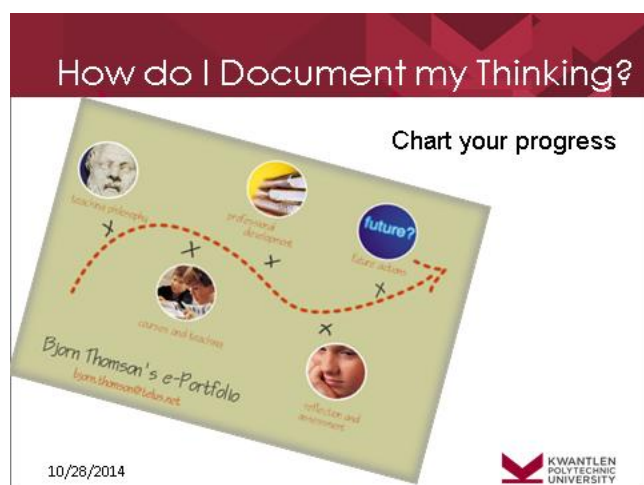
How do these impact your tutees?

What is your Tutoring Philosophy?

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Create a Personal Tutoring Portfolio



3:10 – 3:20 pm 10 minutes	Create a Personal Tutoring Portfolio Add meaning Share with Others	Slides 14 - 15 Workbook – (p.23-24)
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What does it look like?

Generally a basic portfolio starts as a 3-8 page document with appendices

Approach to Tutoring
philosophy, ethics, goals, strategies

Tutoring Contributions
description of tutoring: planning, preparing & tutoring sessions, assessing student learning, & giving feedback

Reflections on & Assessment of Tutoring
evaluation of tutoring accomplishments, suggestions regarding possible changes for future tutoring

Supporting Documentation

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Electronic Portfolios

Features of e-Portfolios

Interactive

- Can include
 - Interactivity (send and receive feedback)
 - Multimedia (sound, video)

Portable

- Can access from anywhere; "weightless"

Reusable

- Can create as many e-Portfolios as you need, with relative ease

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3:20 – 3:50 pm 30 minutes	Electronic Portfolios Mahara	Slides 16 – 17 Workbook – (p.28- 29)
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Sample Links for ePortfolios

<http://electronicportfolios.com/ALI/samples.html>

<http://sarahfraserpeertutoring.wordpress.com/>

<http://tesolblog.org/tutoring-project.html>

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Review, Next Steps, and General Questions

Questions and more questions!

What have you learned?

Have you changed your opinions?

Have you discovered new ideas?

10/28/2014



3:50 – 3:55 pm 5 minutes	Review, Next Steps, and General Questions	Slides 18 – 19
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Review of Tutor Training 3

- ✓ Welcome and Introductions
- ✓ Strengths as a Tutor
- ✓ Review Tutor Competencies – Level I
- ✓ Review Tutor Competencies – Level II
- ✓ Analyze Approaches to Tutoring
- ✓ Tutoring Relationships Based on Trust and Expertise
- ✓ Analyze Difficult Tutoring Situations
- ✓ Portfolio Thinking
- ✓ Information for Inclusion in a Tutoring Portfolio
- ✓ Develop a Personal Tutoring Philosophy
- ✓ Create a Personal Tutoring Portfolio

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Feedback

Feedback

- Post-training Level 3 Tutor Questionnaire. (handout)
- Level 3 Feedback on Training
- Additional comments or questions?
Send an email to:
tlc<campus>@kpu.ca

1/29/2015



3:55 pm 5 minutes	Feedback & Thank You!	Slides 20 - 21 Feedback form
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End of Level Three
Classroom Tutor Training

Thank You for Participating!



Finishing your Training

This concludes the first part of the Kwantlen Level Three Tutor Training program.

You will continue your training under the guidance of your Instructional Associate, Learning Strategists, and faculty mentors.

Good Luck in all your future Tutoring activities.

Level Three integration exercises using online resources (6 hours)

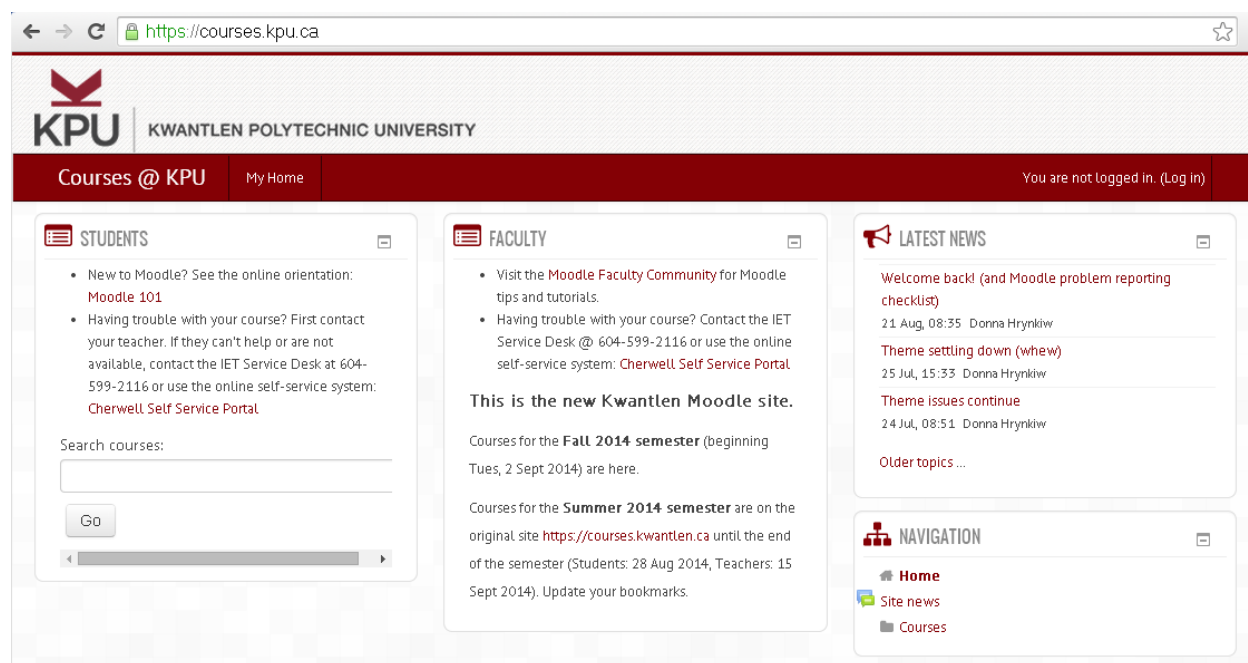
Congratulations on finishing your Level Three Tutor Training! You now have more information to build on your Level One and Two tutoring concepts, experience, and situations that you encounter as a Tutor. You began with your application and interview to become a Tutor at Kwantlen's Learning Centres, completed your six hour training session, including your workbook exercises, explanations, and discussions. The process that you will now follow in your tutoring will help you continue to help others. You will continue using Moodle for exercises and documents as well as working with your Instructional Associate, other members of the Learning Centre Team, and your Faculty mentor.

Accessing Moodle

Moodle is an online web based application that allows for interaction among students and instructors. We use it for tutor training as well as for communicating with each other. Because we consider this an important part of your job in the Learning Centre, you will need to log in each week to keep up on Moodle postings and discussion groups.

<https://courses.kpu.ca/>

You will see the following screen:



log in, and click on Tutor Training.

Choose the Tutor Integration tab and click into Level Three.

KPU Peer Tutor Level Three Training Log

Tutor's Name _____ Primary Campus _____

Reporting to Learning Centre Coordinator (Name) _____

Content Area(s) Tutored _____

Content Area Faculty Mentor _____

Semester/Year (e.g. Fall 2017) _____

Complete these items with your Learning Centre Coordinator (LCC):

Activity	Due Date	Completed	Signed by
Confirm /update KPU Peer Tutoring documentation i.e. transcript, contact information.	First week of tutoring		
Re-introduction to your Learning Centre Coordinator, Learning Strategists, Director, and other Learning Centre personnel.	Prior to tutor training		
Complete six hour level three Fundamentals Training Session and in class exercises.	Prior to first tutoring shift		
Review of Learning Centres services, resources, expectations, and procedures.	Prior to first tutoring shift		
Use tutor appointment system for scheduling and documentation.	Prior to first tutoring shift		
Continue Reflective Tutor Journaling You will write a minimum of 6 bi-weekly journals during the term. We encourage you to write more.	First week of tutoring		
Meet with your LCC Meeting 1 Topic _____ Meeting 2 Topic _____ Meeting 3 Topic _____ Meeting 4 Topic _____ Meeting 5 Topic _____ Meeting 6 Topic _____	Every 2 weeks	1. 2. 3. 4. 5. 6.	
Feedback from tutees (6-8 feedback forms total) Feedback discussed during bi-weekly meetings.	Week 3, Week 10		
Self-Evaluation of your tutoring to contribute to Summative Evaluation with LCC and/or LS.	Week 12 of semester		
Verify active tutoring hours (25 hours). Attended tutoring hours _____	As scheduled		

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Complete these items with Learning Centre Coordinator or Learning Strategist (LS):

Activity	Due Date	Completed	Signed by
Complete integration exercises (including collating session plans and documenting the tutor processes, creating future goals, and consolidating a Personal Tutoring Portfolio) for your further six hours of training.	First 1-2 weeks of tutoring		
Prepare and revise tutoring materials for your tutoring sessions.	First week of tutoring		
Discuss first two reflective journals. Identify one tutoring skill that you would like to improve or develop. Start a self-improvement plan around personal skill development.	After 4 weeks of tutoring		
Meet with your LCC or a LS to review tutoring Materials prepared and revised.	Weeks 5-6 of tutoring		
Second discussion of reflective journals (2 additional journals). Review self-improvement plan. Identify another skill to improve or develop. Continue developing your self-improvement plan.	Week 8		
Final discussion of reflective journals (minimum of 6 journals total) Review self-improvement plan. Evaluate the effectiveness of the plan. Did you meet your improvement goals?	Week 11		
Summative Evaluation meeting with your Learning Centre Coordinator and/or Learning Strategist (Faculty Mentors are also encouraged to attend)	Prior to the end of the semester		

Schedule and complete these items with a Learning Strategist:

Activity	Due Date	Completed	Signed by
Initial meeting with your Learning Strategist (Orientation to Level 3 integration and online materials)	First week of tutoring		
Complete TESAT and debrief with a Learning Strategist.	First week of tutoring		
Monthly meetings (group or individual) with your Learning Strategist (meetings can be scheduled more frequently as desired by either party). Meeting 1 Topic _____ Meeting 2 Topic _____ Meeting 3 Topic _____	Monthly (minimum of 3 visits)	1. 2. 3.	

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Schedule and complete these items with your content area Faculty Mentor:

Activity	Due Date	Completed	Signed by
Introduction and meeting with your content area faculty mentor.	First 2 weeks of tutoring		
Monthly meetings (group or individual) with your faculty mentor (meetings can be scheduled more frequently as desired by either or both parties). Meeting 1 Topic _____ Meeting 2 Topic _____ Meeting 3 Topic _____	Monthly (minimum of 3 visits)	1. 2. 3.	

Satisfactory completion of all items will lead to your Level Two Tutoring Certificate.

Completion of Level 3 Peer Tutor Requirements for Certification Sign Off

After all of the above items have been completed:

Learning Centre Coordinator signature _____

Date completed _____

Number of attended tutoring hours _____

Learning Centre Director signature _____

Bibliography

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