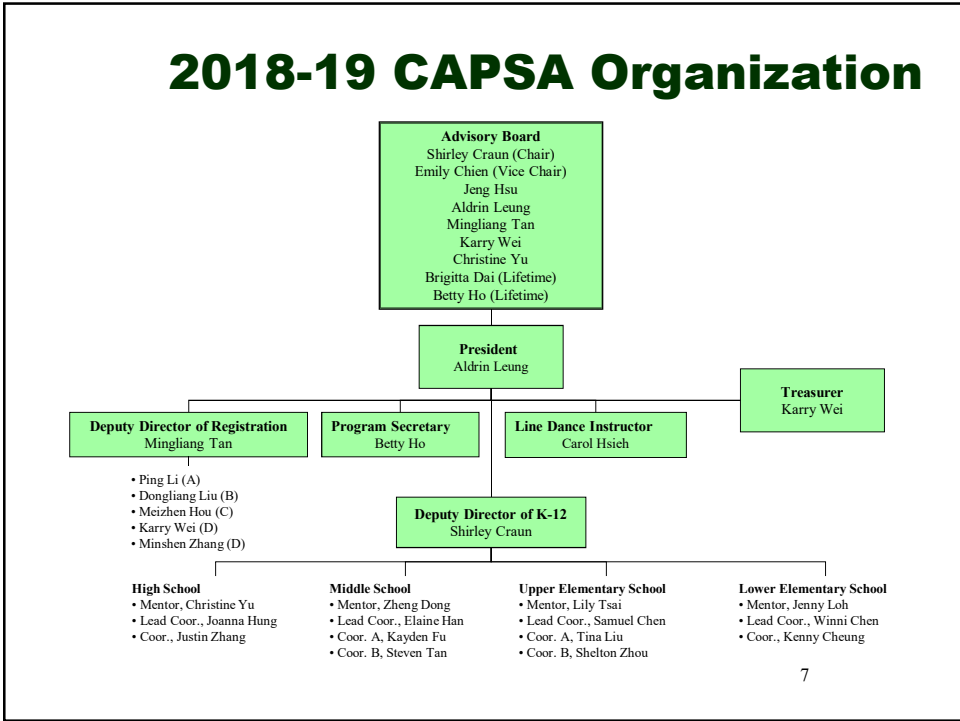




Tutoring Program Mission

- Provide tutoring services to new immigrants and other needy students
- Share experiences with new immigrant families in Montgomery County in adjusting to the society
- Provide community service and leadership opportunities to qualified high and middle school students
- Present education-related issues and needs to Montgomery County Public Schools

2018-19 CAPSA Organization



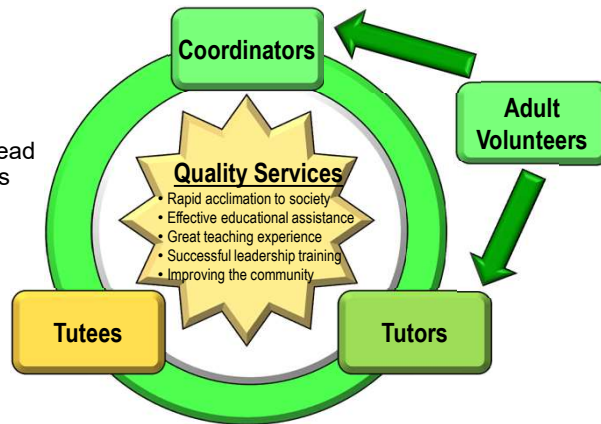
Our Primary Goal – Provide quality services to tutees

- Tutors are our basic and frontline resources – their quality services are of utmost importance
- Coordinators are there to provide quality management



How to Attain Our Mission

- Fully rely on our volunteers:
 - Adult volunteers
 - Coordinators
 - Tutors
- Coordinators will be given autonomy to lead the team as much as reasonable
- Adult volunteers are mature supporters who will step in when necessary



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Attendance!!

- **BE ON TIME!**
- Arrival time:
 - Coordinators: 9:45 am
 - Tutors & tutees: 10:00 am
- If unable to come...please call as soon as possible
 - HS Group – Joanna Hung
(650) 863-3137 or joannashung1@gmail.com
 - MS Group – Elaine Han
(240) 314-9326 or hanelaine512@gmail.com
 - Upper ES Group – Samuel Chen
(202) 957-9877 or chensamuel100@gmail.com
 - Lower ES Group – Winni Chen
(240) 715-2882 or wycyee1120@hotmail.com
 - Emergency – Aldrin Leung – (240) 505-6988
- Check www.capsa-mc.org for announcements

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Let the day begin!



- Sign in at your tutoring group area in the sign in book labeled for tutors (Be honest about the sign-in time!)
- Go to your assigned seat and find your tutee. Don't wait for them to find you.
- If there is a problem with a tutor-tutee pairing, please contact a coordinator as soon as possible.
- Tutors should not do their own homework or socialize with friends during this time! It is dedicated to addressing the tutee's needs.

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Do's and Don't's...

- Please **do**
 - Communicate with and understand your tutee
 - Be patient with your tutee's request
 - Teach them to the best of your abilities
 - Find a teaching pattern or style that works best with your tutee
 - Relate to him or her
 - Provide teaching materials if needed (Many in the CAPSA boxes **or** bring some from home)
 - Books
 - Magazines
 - Worksheets
 - Material copied from workbooks
 - Ask coordinators for help



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Do's and Don't's... (cont'd)

➤ Please

- **Do Not** socialize with your friends
- **Do Not** eat your breakfast while tutoring
- **Do Not** bring outside homework to do or books to read
- **Do Not** play with your cell phone, listen to music, or use any other electronic devices while tutoring
- **Do Not** fold/throw paper airplane while tutoring
- **DO NOT** DISTRACT OTHER TUTOR-TUTEE PAIRS
 - ☞ Do not sit next to your friends while tutoring if you feel like you will be distracted and not focus on teaching your tutee (Be responsible and mature!).
- **DO NOT** do all of your tutee's homework and prevent him/her from doing any thinking or work of his/her own



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ABCs of tutoring

- **A**ssist with completing their schoolwork
- **B**e aware of your students' abilities
- **C**ultural problems? Try to understand them!
- **D**evelop their English skills (read the Teaching Skills Sheet to get an idea of important skills)
- **E**valuate which subjects need more help and find related books and worksheets to improve them during the tutoring session
- **F**inish the day by assigning a little homework (A copy machine is available to make copies of books or workbooks)
- **G**ive praise and motivate your tutee!



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Basics

- Tutee needs to be able to reveal personal information
 - Name, Age, Address, Telephone Number, and Name of School
- Build confidence
- Generate rapport with chats
 - Normal daily life
 - School activities
 - Differences in culture
- Constantly interact with the tutee even when they are working on problems



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Reading...

- Begin with a topic of interest
 - Ask tutee about his/her week, hobbies, academic problems, etc...
- Read books that are challenging but not frustrating for the tutee
- Encourage tutee reading out loud
- Give a stopping point if unable to finish a chapter so tutee is not discouraged
- Read some background information
 - Minimally correct pronunciation to build confidence
 - Pick out vocabulary words
 - Explain them
 - Have him/her use the words in a new sentence



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Discussing...



- Discuss the reading and include some relevant firsthand experience
 - Use the wh-questions (who, what, when, why & where) to stimulate the discussion
 - Also try to stimulate discussions by relating the questions to their own lives or ask them to give an example of the main idea/topic of the story, if applicable.
 - Ask for summary
- Ask them to apply new vocabulary
- Encourage them to speak in English

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Writing!

- Formulate the discussion into a piece of writing
- Practice brainstorming and outlining to create organized writing pieces
- Feedback should first focus on the content and then on its form and the way it was written/organized
- Defer fixing grammar and spelling until after the tutee have experienced the thrill of uninhibited writing
- Have the tutee rewrite the corrected composition as homework



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Quality Improving...

- Goals:
 - Rapid adaptation to America
 - Effective educational assistance
- Gauge students' continuous growth
- Set high expectations – new immigrants and ESOL students are capable
- Leverage stimulating strategies to meet this demand

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Resources Available:

- Other tutors & coordinators
- Large collection of storybooks & novels
- Collection of workbooks & worksheets
- Textbooks and dictionaries
- Don't be fooled by the covers!

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At the end of the day...

- Fill out tutor and tutee records **completely**
(Tutee records may be treated as informal report cards to parents)
- Return the records and name placards to coordinators
- Continue tutoring **until** the bell rings
 - If tutee is finished with his/her homework, go get a reading book from the program at an appropriate level for your tutee and work on new work from there.
- Help coordinators clean up and put away books
(Don't leave books laying around, throw away trash and napkins from the snack, put away pencils, pens, crayons, etc.)



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Important Dates

- Dec. 1, 2018 – Due date for 1st tutor and tutee evaluation
- Dec. 8, 2018 – Complete student information section of MCPS SSL form
- Dec. 15, 2018 – Holiday Party, 11:00 am -12:30 pm
- March 30, 2019 – Deadline for coordinator application
- April 6, 2019 – Due date for 2nd tutor and tutee evaluation
- May 4, 2019 – Deadline for tutor pre-registration
- May 11, 2019 – Complete student information section of MCPS SSL form
- May 18, 2019 – Annual award ceremony, 11:00 – 12:30 pm

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Remember:

- Be Responsible!
- Use your common sense! If you don't know something...ASK a coordinator or adult volunteer!
- Read the Tutor Guidelines and Skills Sheet to improve your teaching skills! Remember, your goal is to help your tutee!
- Tell your lead coordinator if there is any change in phone number/email address so they can easily contact you when anything comes up.
- You're the key to helping your tutee!

www.capsa-mc.org

info@capsa-mc.org

Thank you for listening 😊

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