

Chinese American Parents and Students Association (CAPSA)

Tutoring Program

Coordinator Guidelines

1. Eligibility for coordinators: Coordinators are expected to be on their best behavior. He/She must be enrolled in tenth grade or above, have been a tutor/coordinator of CAPSA for the past twelve months, and earned at least 60 service hours with CAPSA. A minimum 3.40 un-weighted GPA is required for all coordinators.
2. Annual CAPSA coordinator shared facility rental fee is \$20 for each coordinator. CAPSA membership is free.
3. Coordinators are required to attend all 2018-2019 CAPSA tutoring sessions, except to attend official ACT, SAT I or SAT II exams and a maximum of three other excused absences. If a coordinator is unable to attend a planned session or meeting, he/she should inform his/her lead coordinator and deputy director as soon as possible.
4. Coordinators need to dress appropriately for a teaching environment.
5. Coordinators are required to be prompt and signed in by 9:45 am. If they have chronic attendance, tardiness or behavior problems, they may be removed from the coordinator position.
6. Upon arrival, all coordinators must sign in at the front desk and obtain and wear their nametags on their lapels, visible to other participants. At the end of each session, coordinators should return their nametags and the completed record sheets, at which time the deputy director will sign and record two hours and twenty minutes of service for each coordinator.
7. Coordinators are responsible for contacting the tutors and tutees of their group for emergency announcements.
8. Please follow traffic regulations and use designated pathways to cross the road.
9. CAPSA will issue the hours accrued and sign Student Service Learning (SSL) Activity Verification forms (i.e. MCPS Form 560-51) on 12/15/2018 and 5/18/2019. Coordinators should have completed the student information section beforehand.
10. Tutoring service is held at Robert Frost Middle School, 9201 Scott Drive, Rockville, MD 20850 from 10 am to 12 noon on the following dates:

September 8*:	Registration/Interview	January:	5, 12, 19, 26
September:	15*, 22, 29	February:	2, 9, 16, 23
October:	6, 13, 20, 27	March:	2, 9, 16, 23, 30
November:	3, 10, 17	April:	6, 27
December:	1, 8, 15*	May:	4, 11, 18*

Coordinator meetings are scheduled for:

September 8, 2018 from 8:45 am to 10 am at Robert Frost Middle School

Nov 17, 2018 from 9:15 am to 10 am at Robert Frost Middle School

Feb 23, 2019 from 9:15 am to 10 am at Robert Frost Middle School

11. For more information, schedule changes and cancellations, please check the CAPSA website at www.capsa-mc.org, Facebook: CAPSATutoring or contact Aldrin Leung at 240-505-6988 or email info@capsa-mc.org.

* All coordinators should come at 8:45 am on 9/8/18, at 9:00 am 9/15/18, at 9:30 am on 12/15/18 and 5/18/19 to help set up the facility. Holiday Party and Annual Award Ceremony will be held during the second hour on December 15, 2018 and May 18, 2019, respectively. All parents, coordinators, tutors and tutees are cordially invited to attend both events.

CAPSA Tutoring Program Coordinator Job Description

Site preparation and clean-up

Upon arriving at the CAPSA tutoring facility, coordinators should proceed to the back room to help carry out boxes of books and teaching materials, copier, and other important items and clearly lay out sign-in books and placards for the tutors and tutees in their groups within the assigned areas. At the end of the tutoring session, coordinators should return all materials to the CAPSA cabinet and check that the area is clean.

Tutor and tutee match-ups

Coordinators are responsible for ensuring that every tutee has a tutor. By 10:05 am, everyone should be settled into pairs. Whenever possible, coordinators should avoid giving tutors more than one tutee (two max). Coordinators are expected to teach if there is a shortage of tutors. At times, it may be necessary to swap/share tutors with other groups. Try to maintain the same tutor and tutee match-ups every week. By 11:00 am of each CAPSA tutoring session, the attendance record should be completed, placed in the communication folder and handed to the front desk. Tutors and tutees should periodically be given an updated match-up roster that also contains pertinent contact information.

Attendance

Coordinators will monitor tutor and tutee attendance and prepare attendance records for each week. Tutor and tutee record sheets should be distributed 30 minutes before the end and collected and signed by lead coordinator at the end of the tutoring session. Coordinators should ensure that the tutee record sheets are fully completed by tutors. These records will be used to fill out the Student Service Learning Verification forms for tutors at the end of each semester.

Preparing teaching materials

Coordinators are responsible for compiling all teaching materials and organizing workbooks and other educational materials for tutors.

Training tutors

Many tutors are earnest but inexperienced. All tutors should attend the mandatory tutor training by the program director, deputy director or the head coordinator. Coordinators should get to know all the tutors in their group, gauge their ability to teach, and help them, if required.

Monitoring groups

The basic duty of a coordinator is to make sure his/her group is functioning smoothly and be aware of everything going on in his/her group. Coordinators should be available to offer or seek additional help in case tutors need it and resolve problems, such as those listed below. Do not rule out help from mentors and monitors if a problem repeatedly occurs or is too difficult to be resolved by a coordinator.

Socializing groups

Coordinators need to separate pairs that continually stay off task. If tutors/tutees refuse to cooperate, report cases to their mentor or deputy director.

Unruly tutors/tutees

Uncooperative tutors or tutees can usually be kept in check by separation or reprimand. Report to their mentors and monitors if the situation does not improve.

Tutees without homework

Tutees are encouraged to bring school textbooks to CAPSA. Reading books and workbooks are available to each group. Tutors can encourage discussions and create activities after reading books. Encourage tutors to improve tutees' capabilities and make full use of the session.

Problem sheet

Use your judgment to decide whether a situation is severe enough for a formal warning. If it is, report the problem to his/her group mentor or deputy director to issue a problem sheet.