



Licensed to Learn

L2L Tutor Training Manual





Licensed to Learn (L2L) is an Ontario-based charitable organization dedicated to boosting student success through peer tutoring. For more information, please visit www.L2L.ca.

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"One difference I think I have made was making the students feel like they belong." – L2L Tutor

Introduction

Welcome to L2L! Peer tutoring is a great way to develop your leadership skills and build your resume while helping other students. Every year, we ask our Tutors what they got out of their experience with L2L. The majority of students report that they really enjoyed the relationship they developed with their Peer, and that helping them was rewarding. Tutoring is hard work, but it can also be fun, and fulfilling.

During the program, you will be guided by your L2L Trainer and your School Coordinator. Your Trainer will provide 2 or 3 Tutor training sessions, and will check in with you throughout the program. After you have completed Tutor training, and have been matched with a Peer, you will be responsible for offering 15 one-on-one tutoring sessions. By the end of your training, you will have all the tools you need to succeed in L2L.

This manual is divided into 3 sections:

- *Section 1: The Basics* will take you through what it means to be an effective L2L Tutor, what an L2L tutoring session will look like, and how to overcome challenges you may face with your Peer.
- *Section 2: Differentiated Learning* will show you how to create a Personal Learning Profile for your Peer, based on the idea that everyone learns differently. You will learn about strategies for helping your Peer, based on their strengths.
- *Section 3: Tutor Resources* has useful tools to help you during your tutoring sessions.



Note on L2L research: As part of your participation in L2L as a Tutor, you will be asked to fill out a short registration survey in the beginning and a post-program survey at the end of the program. We would like to learn about you and your experience in L2L. These surveys will help us track the number of students in the program, and will tell us about the benefits of L2L for you. We also want to know how we can improve on the program. We will summarize the results of these surveys for all students participating in the program, but your name will never be used.

Section 1: The Basics

"I think students need encouragement and a role model to help them. Encouragement is something that could really change someone's life and lead them to a different path." - Hamid, L2L Tutor

Being an L2L Tutor is about helping another student with their school work. As an L2L Tutor, you will also be a role model to your Peer, which means that you will be helping someone to build the confidence they need to be successful in school, and in their life outside of school. With the help of your L2L Trainer and School Coordinator, you will acquire all the tools you need to be an effective Tutor. In this section, you will learn what it means to be an effective L2L Tutor, and what should happen during a tutoring session.

Learning Goals

- Understand the difference between an L2L Tutor and a Teacher
- Know the habits of an effective L2L Tutor
- Learn the basic elements of a tutoring session
- Explore solutions to common challenges

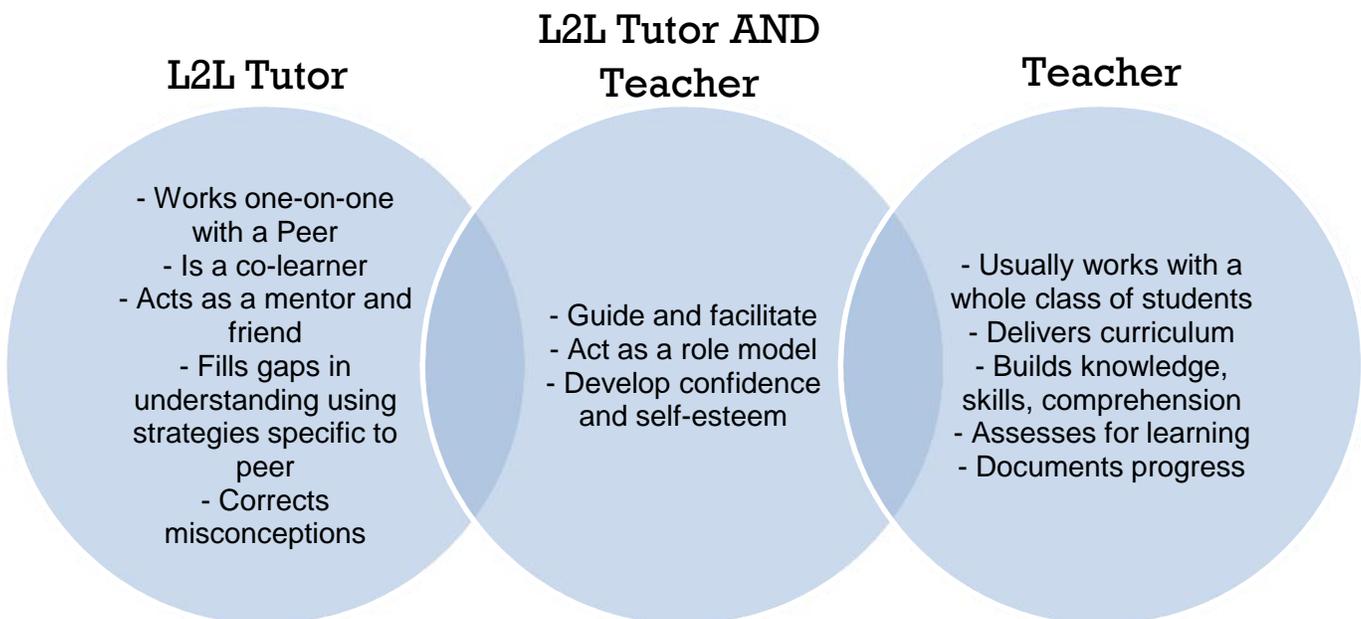
Success Criteria

- ✓ I know what is expected of me as an L2L Tutor
- ✓ I will be able to tell if I am an effective L2L Tutor
- ✓ I feel prepared to facilitate tutoring sessions
- ✓ I am confident that when faced with a challenge during tutoring, I will know what to do

What is L2L Tutoring?

"I have learned about how younger kids look up to older kids . . . Sometimes it's easier for young kids to learn when another kid teaches them, instead of a grown-up" - Helen, L2L Tutor

L2L Tutors play a unique role in your school, different from your teachers, and different from tutors in other programs like homework clubs or programs with adult tutors. What is unique about our program is that students are working with other students. You should be able to relate to your Peer as a fellow student, and get to know them over the 15+ sessions you will be spending with them.



Seven Habits of an Effective L2L Tutor

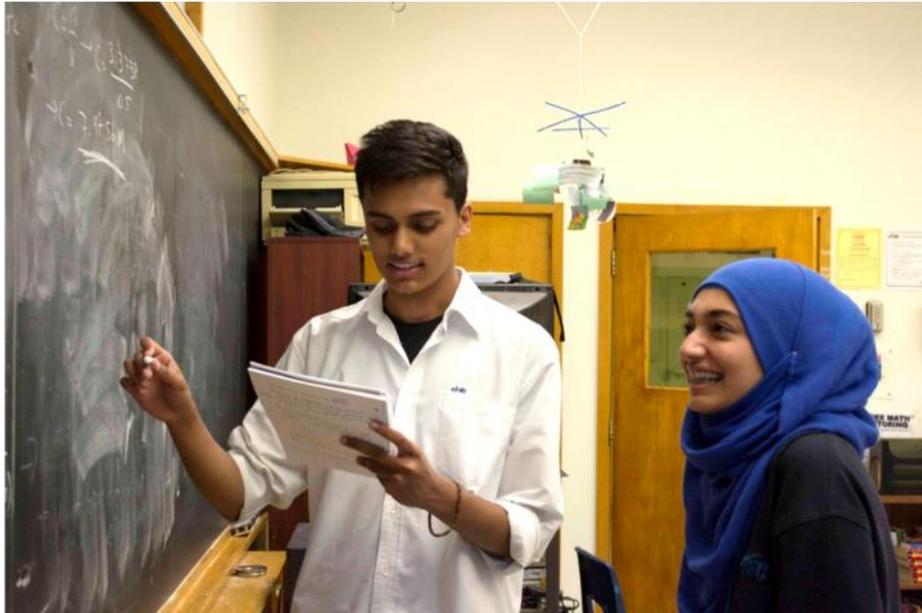
L2L Tutors have helped us to develop this page by telling us what they think are the most important habits for successful tutoring. This is what we have learned:

1. Know your Peer
 - Know what your Peer is interested in
 - Know what your Peer is good at
2. Form a partnership
 - Set SMART goals together
 - Create an action plan for reaching your goals
3. Be a role model
 - Always arrive on time to your tutoring sessions
 - Be prepared for your tutoring sessions
 - Have enthusiasm and a positive attitude
4. Encourage perseverance
 - Don't give up
 - Make sure your Peer understands that they are not facing their challenges alone
 - Don't expect change to happen immediately
5. Communicate effectively
 - Speak clearly and at a pace your Peer will understand
 - Use vocabulary that your Peer understands
 - Create an open line of communication by encouraging your Peer to ask questions when they do not understand you
6. Give feedback
 - Use both praise and constructive criticism
 - Be specific
 - Focus on solutions
7. Have empathy
 - Try to put yourself in your Peer's shoes
 - Ask your Peer how they're doing
 - Care about your Peer's well-being
 - Be a friend to your Peer



**Adapted with permission from the work of Jack Truschel*

L2L Tutoring Sessions



Starting an L2L Tutoring Session

You're ready to begin tutoring with your Peer . . . where do you begin? Start with the first habit of an effective L2L Tutor, Know Your Peer. During your very first L2L tutoring session, you should use the *First Tutoring Session Interview: Getting to Know You* (on page 18) and the *SMART Goals* work sheet (on page 19) to guide your session. The interview is a resource to help you break the ice and to learn about your Peer's strengths and interests. You will be working with this student for at least 15 sessions, and it will be more enjoyable for both of you if you get to know each other. This is the foundation for developing a working relationship built on trust and teamwork. Setting SMART goals with your Peer is important as it establishes the purpose of your work together. Try to revisit these goals together on an ongoing basis to make sure you are on the right track.

After this first session, remember to start each session by making a personal connection with your Peer by taking the time to get to know them. Ask them how they're doing; what is going well for them in school; what problems they are facing; what they are doing after school; etc. You should be prepared to share the same about yourself; try to find common ground with your Peer and relate to them.

At the beginning of every L2L tutoring session, you should set a manageable goal for your time together. This could be for your Peer to understand a math concept more fully, to finish a portion of an assignment, etc. For each session, you will need to establish a framework or structure for your time together. Will you and your Peer be working on math problems together? Will you provide a writing prompt to help your Peer to work on an essay? Would it help your Peer for you to read something to them? There are several options for structuring your session. If you are stuck, you can meet with your School Coordinator, other Tutors, or your L2L Trainer to brainstorm. When you have established this structure, make sure you and your Peer are on the same page about expectations and responsibilities for both of you.

During an L2L Tutoring Session

Your L2L tutoring sessions should be collaborative. Remember, you are a co-learner in this program, and you are working towards common goals with your Peer. Throughout your sessions, it is important to check your Peer's understanding by asking a variety of questions, and providing your Peer with feedback.

Checking for Understanding Using Different Types of Questions

It is easy to ask your Peer if they understand something and get a simple 'Yes' or 'No'. Often what they tell you is the truth, but sometimes students who really struggle with a concept are embarrassed, and will tell you they understand to avoid the concept entirely. It may also be the case that your Peer believes they understand, but is still missing important information or ideas. Here are a few different types of questions you can ask to help you get to the bottom of what you're trying to find out, whether it's how your Peer is doing in class, or whether they really understand the math problem you're working on.



- Clarification
 - Use these types of questions when your Peer uses vague or unclear language, or when you just need more detail
 - Examples:
 - What exactly did you mean by _____?
 - What, specifically, will you do next week?
 - Could you tell me more about _____?
- Completeness and accuracy
 - Use these types of questions when you want to make sure your Peer has considered everything.
 - Examples:
 - Is that all? Is there anything you have left out or missed?
 - How do you know that is true?
 - How does that compare with what you said before?

- Examples
 - Use these types of questions when you want your Peer to give you a specific example, either to show that they understand, or to help you understand what they are saying.
 - Examples:
 - Sorry, I don't understand. Could you help by giving an example?
 - Could you give me an example of when you did _____?
 - Tell me about a time when you _____.
- Extension
 - Use these types of questions when you want more information about something your Peer has told you.
 - Examples
 - Could you tell me more about that, please?
 - And what happened after that?
- Evaluation
 - Use these types of questions when you want to learn about your Peer's opinion on a matter.
 - Examples:
 - How good would you say it is?
 - What are the pros and cons of this situation?
- Emotional
 - Use these types of questions when you want to understand how your Peer is responding to a situation emotionally.
 - Example:
 - And how did you feel about that?
 - Why do you think that you responded to the situation like that?



Adapted from www.changingminds.org.

Using the Q Matrix to Formulate Great Questions

All questions are not created equally. The Q Matrix is a tool that groups types of questions into levels 1, 2, 3, and 4. Questions get more complex with each level: Level 1 and 2 questions are used to get knowledge and information, and level 3 and 4 questions are deeper, and make the person being asked the question think, reflect, and analyze. There is value to each type of question, but keep the higher level questions in mind when you want your Peer to think deeply about something.

	IS	DID	CAN	WOULD	WILL	MIGHT
WHO						
WHAT						
WHERE						
WHEN						
WHY						
HOW						



Level 1 Questions



Level 2 or 3 Questions



Level 2 Questions



Level 3 or 4 Questions

Q Matrix Question Examples

Level 1

- Who is your teacher?
- What did you do in math class yesterday?
- When can we meet next?

Level 2

- Why did you enjoy this assignment?
- How did you get this answer?

Level 3

- What would make this assignment easier for you?
- Where might we find resources to help us with this assignment?

Level 4

- How will you know if you're getting better at math?
- Why might your teacher give you the option of doing a presentation instead of an essay?

Using Positive Reinforcement and Constructive Feedback

Part of being an effective L2L Tutor is letting your Peer know when they are doing something right. To help them improve academically and reach their goals, provide them with constructive feedback and support. This will help your Peer build self-confidence, and will reinforce good habits and behaviour.

Key points:

- Take note of what your Peer is doing well, as well as what you think they could improve. Both are equally important, and you should try to balance your feedback between praise and constructive criticism.

Example: Telling your Peer that they are very organized in their agenda, but that their binder is less organized. If they organized their binder in the same way as their agenda, they would be able to keep better track of assignments.

- Being constructive when you critique your Peer's work means that you should always have a purpose and positive intent for your feedback, and you should let your Peer know what this purpose is.

Example: If you think your Peer should try a new strategy, like reading aloud, tell them that you think this may help them better understand the question because they have "verbal intelligence".

- Be specific and direct when giving feedback.

Example: Telling your Peer that they have a bad attitude is not specific. If it is an issue with punctuality you would like to address, then tell them how their being late affects you.

- Orient your feedback around the SMART goals you set together whenever possible. This lets your Peer know that you genuinely care about making progress towards these goals.

Example: Refer to your Peer's goal (say, of getting a B on the next assignment) when giving them praise or constructive feedback: "It's great that you have a good handle on order of operations because that will really help you get a B on your assignment".

- Celebrate successes according to the size of success.

Example: If your Peer jumps 15% on their test, that's a big deal, and you should celebrate; but if you praise them a lot of for getting just one answer right, they might think you aren't being genuine.

- Be sincere, especially when giving positive feedback and praise.

Example: Tell your Peer how impressed you were when they got a tough question right. Don't be shy!

- Avoid placing blame when giving constructive criticism. What can you commit to doing to help your Peer address the issue? Be sure to tell your Peer how you might be able to help.

Example: "It seems like you're having trouble finding time to do this assignment. I can come after school for an extra session if that would be helpful, and we can brainstorm ideas."



- Focus on solutions and strategies when talking about challenges. You don't have to have a solution ready – it is not your job to solve all your Peer's problems, but to work with them to try to arrive at creative solutions together.

Example: "What can we change about our sessions to help you stay on task for the hour?"

- Ask your Peer to respond to your feedback. These conversations should not be one-way – you should always check for understanding, and give your Peer the opportunity to tell you how they feel about the feedback you provide.

Example: When discussing the progress your Peer has made over the time you have spent together, ask your Peer: "Tell me what you think has helped you the most over the past little while. What might have led to your improvement?"

- Take account of your Peer's feelings when giving feedback, be sensitive and kind to them. Your role as a Tutor is to try to help them enjoy learning, so keep this in mind when giving feedback.

Example: "I know that you've been trying really hard to pull your grade up in Science this term, and I think that if we keep working together on this unit, you'll be able to achieve something you can be proud of."

Wrapping up an L2L Tutoring Session

Always try to end your L2L tutoring sessions on a positive note so that you and your Peer will look forward to your next meeting. Before you end a session with your Peer, consider the following:

- Summarize
 - Review the progress you made together
 - Go over any key concepts learned
- Assign
 - You may want to give your Peer some small assignment to complete before your next L2L tutoring session
- Plan
 - Discuss the time and place of your next L2L tutoring session
 - Make sure you and your Peer record these plans in your agenda/calendar/phone
 - Make sure your plans are meeting your Peer's needs: consider increasing or decreasing the frequency of your meetings based on both of your schedules and your Peer's progress
- Praise
 - Celebrate the successes your Peer experienced in this L2L tutoring session, and overall, in all your sessions together



Overcoming Common Challenges in Tutoring

In general, challenges during tutoring fall under 2 categories: behavioural challenges, and academic challenges. Behavioural challenges might include your Peer consistently arriving late, or not paying attention during sessions. Try not to take this personally – it probably has nothing to do with you. Academic challenges will probably be common in your tutoring, since the reason you are working with your Peer is likely that they are already facing academic challenges, such as struggling to grasp a concept, or lacking organizational skills.

Sometimes situations will come up when you have to address negative behaviours or mistakes. It's not enough to tell your Peer that they did something wrong. In order for your Peer to learn from their mistakes, you should:

- Point out the things they did correctly first

- Give them a chance to identify and correct their mistake/behaviour

- State why what they did was wrong (they may not know)

- Offer suggestions on how they can avoid making the same mistake, or do better next time

Try to avoid “Don't...” and “You should...” statements when commenting on their behaviour.

Here are 6 examples of common challenges in L2L tutoring. How do you think you might address them?

1. Your Peer arrives late on more than one occasion
2. Your Peer is constantly distracted by their cell phone
3. Your Peer has completed a problem incorrectly
4. Your Peer arrives unprepared to work (no books, pencils, calculator, etc.)
5. Your Peer doesn't pay attention/loses focus
6. Your Peer is a distraction to others trying to work

Remember that you are not alone when facing challenges with your Peer. Your Peer is probably frustrated as well. You also have your fellow L2L Tutors to help brainstorm solutions, and if the problem persists, you should talk to your L2L Trainer and/or School Coordinator.



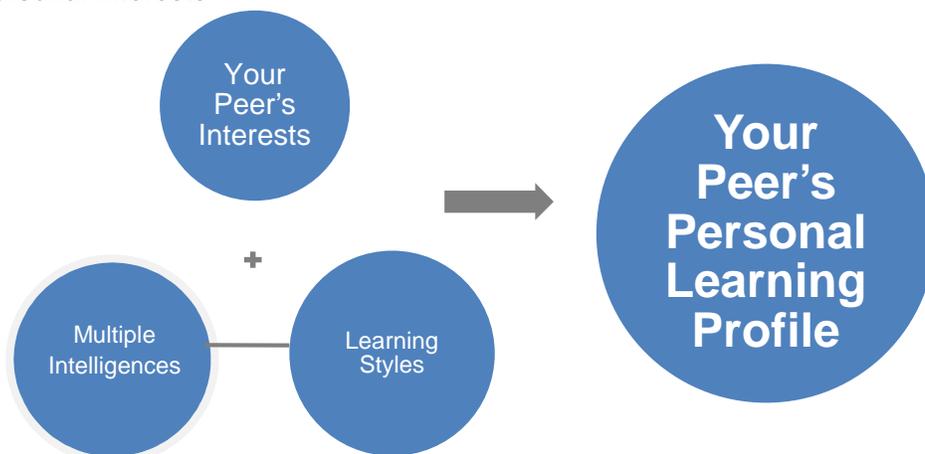
Section 2: Differentiated Learning

"The best way to help your Peer learn is to understand how they learn." - Fred Peach, L2L Chief Operating Officer

Differentiated Learning is the idea that everyone learns differently. This is at the core of L2L Tutoring. Everyone has different strengths, and your L2L Peer has the potential to succeed academically if you both learn how to tap into those strengths, and how to make the material interesting and engaging. A key question for you to ask when tutoring is: "What is standing in the way of my Peer learning this material?"

In this section, you will learn how to identify your Peer's Personal Learning Profile. By identifying this profile, you will be able to understand how your Peer learns best, and to come up with strategies that will help them learn. These strategies may be very different than your own strategies for learning.

The Personal Learning Profile consists of two parts:
Learning Styles and/or Multiple Intelligences
Personal Interests



This section also has strategies for helping your Peer based on the Personal Learning Profile you identify.

Learning Goals

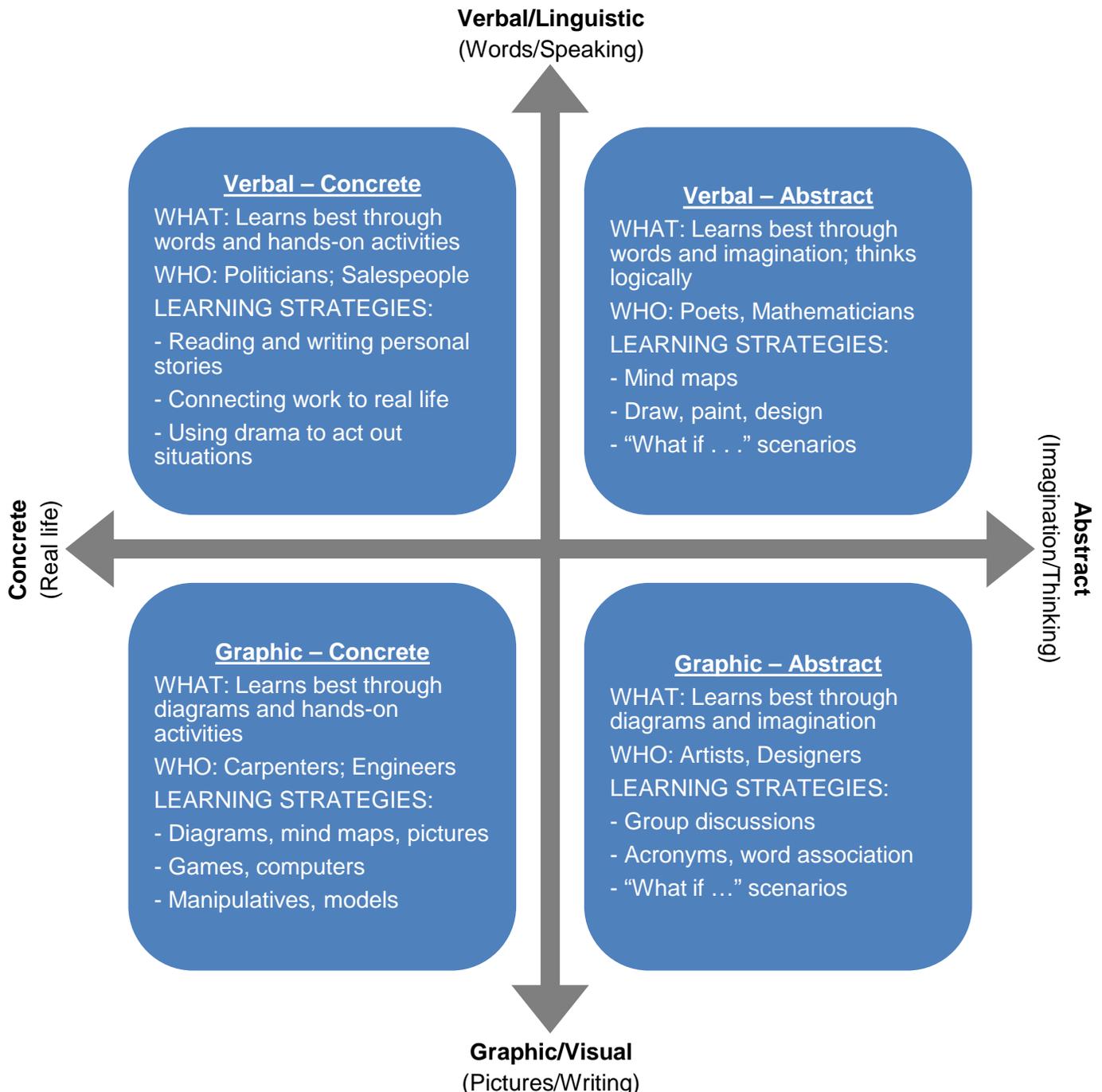
Understand what is meant by "Differentiated Learning"
Know about Learning Styles
Know about Multiple Intelligences

Success Criteria

- ✓ I know how to identify a Personal Learning Profile for my Peer
- ✓ I have a toolkit of strategies for helping my Peer based on their specific Personal Learning Profile

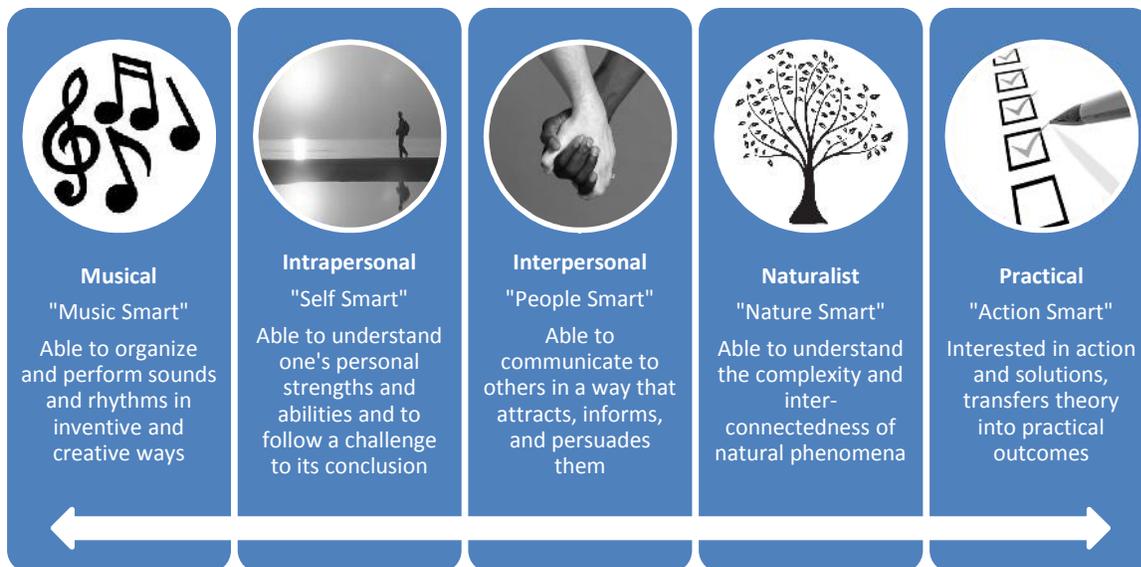
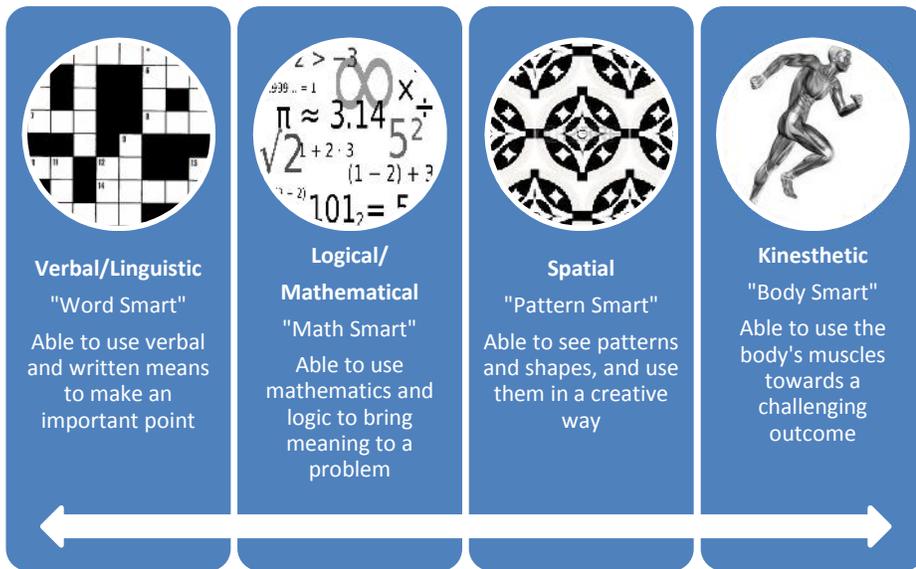
Learning Styles

Use the two models in this chapter (Learning Styles and Multiple Intelligences) as ways of thinking about how your Peer might learn, and to reflect on ways you might tailor your support to their unique strengths. You will find strategies and resources in this manual, and you should also try to make a habit of checking in with your School Coordinator, L2L Trainer, and other Tutors about how these strategies are working with your Peer. The first model for you to consider is Learning Styles:



Multiple Intelligences

Another way of thinking about differentiated learning is Multiple Intelligences. Consider both Learning Styles and Multiple Intelligences together: which model do you find most useful? Which makes more sense to you? Can you identify which Learning Style and Multiple Intelligence you lean towards? When you are getting to know your Peer, have these models in mind so that you can be the most effective Tutor you can be by building on your Peer's strengths as opposed to focusing on any weaknesses they might have.



"I've learned through tutoring that we all have different learning styles and learn at different paces. I used to think that we should all be fast and have good memories. Now I know that even if you're not the fastest learner sooner or later you'll catch up if you try hard and never give up." – Raze, L2L Tutor

**Adapted from the work of Howard Gardner*

Differentiated Learning Strategies

The table below explores how you can identify your peer's intelligences, and gives you strategies to tailor your support for those intelligences. If your Peer is "Word Smart", and they are having trouble with math, you can use stories to help them understand. This could also go the other way: if you Peer is not "Word Smart" but they need help in English, you can use stories that include things they are interested in to improve this area.

Intelligence	Strengths	Strategies/Activities/Resources
Verbal/Linguistic "Word Smart"	<ul style="list-style-type: none"> Speaking, reading, writing, and listening. 	<ul style="list-style-type: none"> Stories Discussions, debates Journal writing
Mathematical/Logical "Math Smart"	<ul style="list-style-type: none"> Numbers, calculations, and patterns 	<ul style="list-style-type: none"> Problem solving Experiments Puzzles
Spatial "Pattern Smart"	<ul style="list-style-type: none"> Artistry Visual details Makes good use of space Aware of surroundings, location, and direction. 	<ul style="list-style-type: none"> Maps Graphs and charts Pictures Videos
Kinesthetic "Body Smart"	<ul style="list-style-type: none"> Sports, dance Able to use hands or body to create, fix, or express themselves. 	<ul style="list-style-type: none"> Models and manipulatives Role-playing Touch and movement Hand-eye coordination, strength, speed, balance and flexibility.
Musical "Music Smart"	<ul style="list-style-type: none"> Can play instrument or sing Composes and analyzes music. 	<ul style="list-style-type: none"> Rhythms and melodies Voice, instruments Rhymes
Intrapersonal "Self Smart"	<ul style="list-style-type: none"> Understand one's self Self-motivated Self-reflective 	<ul style="list-style-type: none"> Options and choices Opportunities for self-expression and self-evaluation Setting goals Assessing abilities Meditating and reflecting
Interpersonal "People Smart"	<ul style="list-style-type: none"> Notice other people's feelings and personalities Able to respond positively towards them Many friends, well-liked 	<ul style="list-style-type: none"> Group learning Team games Opportunities for discussion and sharing ideas.
Naturalist "Nature Smart"	<ul style="list-style-type: none"> Interested and involved in helping environment Able to identify and classify plants, animals, minerals 	<ul style="list-style-type: none"> Patterns and relationships in nature Environmental issues Outdoor activities
Practical "Action Smart"	<ul style="list-style-type: none"> Problem-solving Getting things done Putting knowledge into practice 	<ul style="list-style-type: none"> Real-world examples. Creating and meeting deadlines New inventions

Section 3: Tutor Resources

In this section, you will find several core resources we think you will find useful as an L2L Tutor. For more, visit the Resources page on our website at www.L2L.ca/resources. You should use the first 2 resources in this section during your first L2L tutoring session.

First Tutoring Session Interview: Getting to Know You

Peer's First Name _____ Last Name _____

Grade _____ Teacher _____

Email (optional) _____

Phone number (optional) _____

What do you like to do in your spare time? (E.g. social media, gaming, movies, music, sports)

What is something that you do very well?

What are your goals for this year in and outside of school?

SMART Goals

Setting goals with your L2L Peer will provide structure to your time with them, and will help to build an open line of communication, and a shared sense of purpose. Use this resource during your first session with your L2L Peer and revisit it regularly throughout the program to make sure you are on track to achieve these goals by the end of tutoring.

SMART Goals are:

Specific

Measureable

Achievable

Relevant

Time-bound

SMART Goal Examples:

- For Calvin to pass his chemistry test on October 20th
- For Sara to understand the elements of persuasive writing for her final assignment
- For Mohamed to be able to explain the law of exponents to another Peer by the end of this week

SMART Goal 1: _____

Expectations of Peer for reaching this goal: _____

Expectations of Tutor for reaching this goal: _____

SMART Goal 2: _____

Expectations of Peer for reaching this goal: _____

Expectations of Tutor for reaching this goal: _____

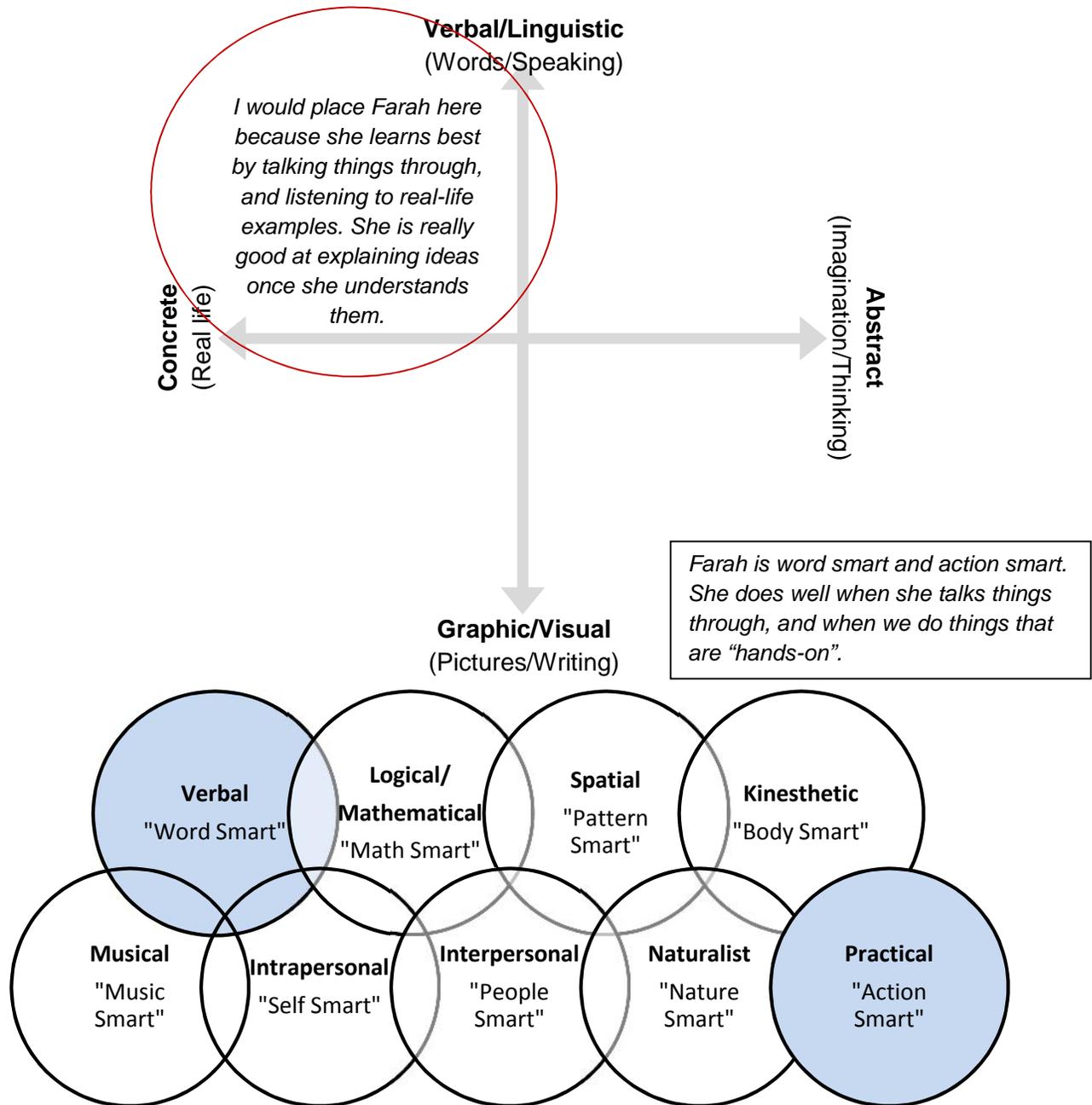
SMART Goal 3: _____

Expectations of Peer for reaching this goal: _____

Expectations of Tutor for reaching this goal: _____

My Peer's Personal Learning Profile

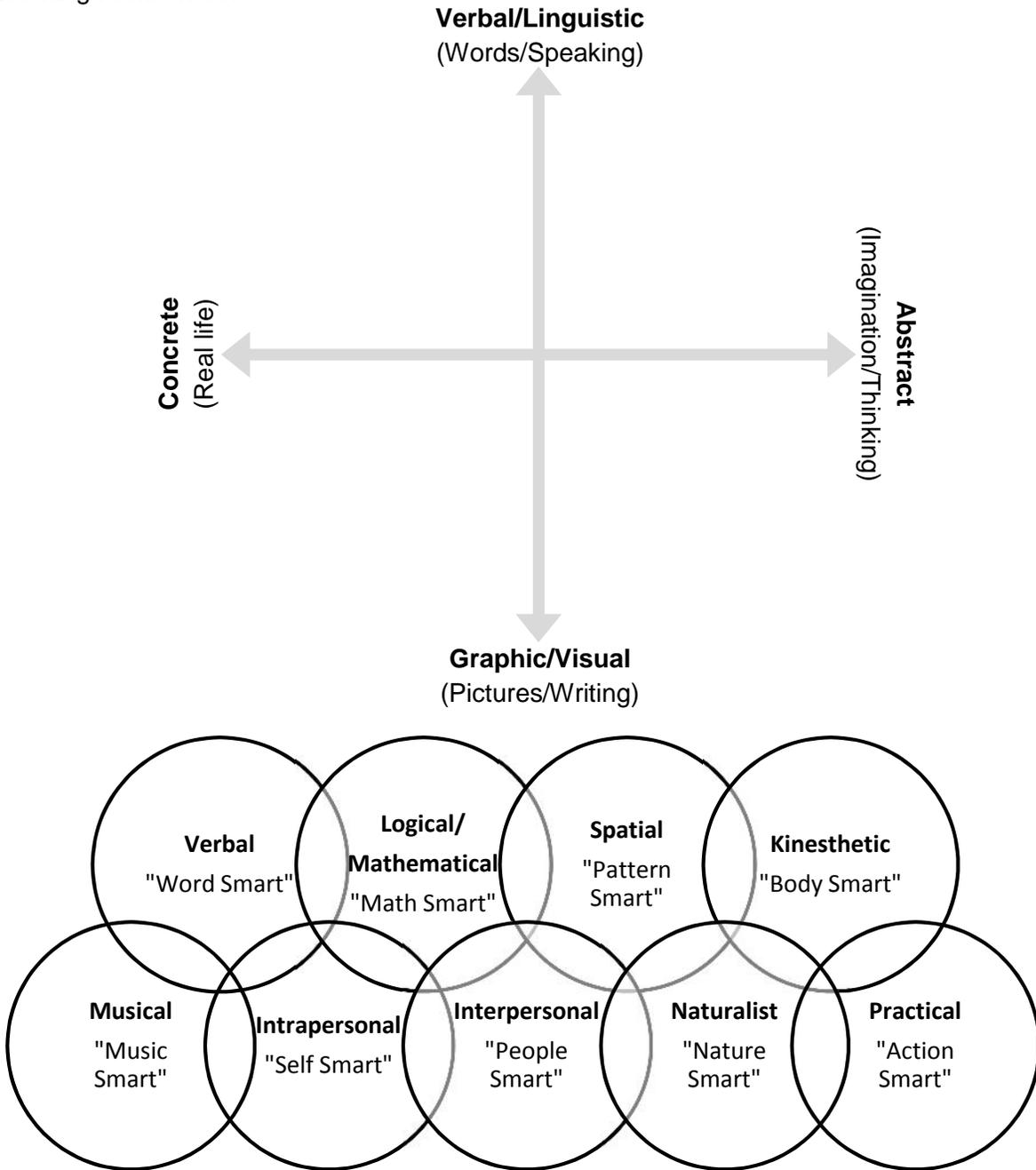
This is an example of a Personal Learning Profile for a Peer. Use the next page to reflect on what you know about your Peer's Personal Learning Profile. What do you know about their strengths? What do you think their Learning Style is? Where do they fit into the Multiple Intelligences model?



My Peer's Interests:

Farah likes watching TV, listening to music, and hanging out with her friends. Her favourite show is Modern Family, and her favourite singer is Nikki Minaj. She is friends with my little sister, and they like to go to funny movies on the weekend.

Using the example on the previous page as a guide, take notes on your Peer's Personal Learning Profile here.



My Peer's Interests:

Checking Your Habits

This resource is for you to use after several sessions of tutoring with your Peer. Let's revisit the 7 Habits of an Effective L2L Tutor. Reflecting on your experience in the program so far, score yourself on a scale of 1 to 5.

<u>HABITS</u>	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I know my L2L Peer	1	2	3	4	5
I have a partnership with my Peer	1	2	3	4	5
I am a role model for my Peer	1	2	3	4	5
I encourage perseverance in my Peer	1	2	3	4	5
I communicate effectively with my Peer	1	2	3	4	5
I give feedback to my Peer	1	2	3	4	5
I have empathy for my Peer	1	2	3	4	5
Total (Maximum Score: 35) =					

What elements of tutoring are you most proud of?

Are there some areas that require improvement?

How will you improve on the areas you identified above?

L2L Tutoring Tracking Sheet

Tutor Name: First _____ Last _____ Grade: _____

Peer Name: First _____ Last _____ Grade: _____

School: _____ Subject: _____ Strand: _____

#	Date	Peer Attendance (Y/N)	Strand	Materials Used
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

For every tutoring session, you may want to take notes in a separate notebook with the following categories as a guideline:

1. Positive Outcomes
2. Challenges
3. Other Notes/Comments/Observations

L2L Tutor Responsibility Contract

Confidentiality

In order to build an honest and open relationship between yourself and your Peer you must ensure them, when possible, that what they tell you will remain in confidence. This means that you absolutely cannot share personal information regarding your Peer with your friends and family.

However, it may become necessary to inform other people of a potentially dangerous situation. If you feel that what your Peer has told you may result in harm to her/his self or others, it is your duty to report this to your School Coordinator or Principal.

L2L Tutor Terms

1. To attend all training and tutoring sessions
2. To model appropriate behaviour
3. To work responsibly with my Peer
4. To give my undivided attention during tutoring sessions
5. To be empathetic of the difficulties that come with student life
6. To alert teachers if a situation occurs that may cause harm or violate the rights of my Peer or myself
7. To facilitate a minimum of 15 tutoring sessions, in total, with my Peer

I hereby agree to fully participate in the L2L Tutor Training Program as an L2L Tutor, to respect confidentiality with my peers, and to abide by the terms outlined above.

Tutor Signature: _____

Tutor Name (please print): _____

Signed (L2L School Coordinator): _____