

Mathematics & Statistics

Tutor Guidelines Fall 2016

Bluegrass Community and Technical College

Mathematics/Statistics Tutor Guidelines

I. Program Structure

The tutoring program is now under Academics.

Jeff Herrin is the coordinator for the Mathematics/Statistics Division tutoring services. All mathematics and statistics tutors will apply through him. His duties also include hiring, scheduling, supervising, training, other intervention as deemed necessary.

Contact information: Cooper Office: Moloney Building, Room 117
Newtown Office: Classroom Building, Room 311 R
Phone: (859) 246-6856
Email Address: Jeff.Herrin@kctcs.edu .

Tonya Spivey is the contact person for paperwork and processes related to hiring and payroll.

Contact information: Office: Moloney Building, Room 114.
Phone: (859) 246-6410
Email Address: Tonya.Spivey@kctcs.edu.

Jackie Wiseman is the tutoring coordinator for Mathematics & Statistics.

Contact Information: Office: Moloney Building, Room 118
Phone: (859) 246-6431
Email Address: Jackie.Wiseman@kctcs.edu

Tutoring Locations:

Cooper Campus: Moloney Building, Room 224/225
Danville Campus: Room 104B
Lawrenceburg Campus: Learning Resources Center
Leestown Campus: Learning Commons, room A108
Newtown Campus: Room N120D
Winchester Campus: Room 217

Hourly Pay Scale:

\$9 for tutors without a Bachelor's degree
\$11 for tutors with a Bachelor's degree

Submitting Hours Worked:

Hours worked are now reported online via Peoplesoft. Tonya Spivey will send an email to your KCTCS email each pay period telling you the deadline for entry and the position number for that particular pay period. Do not enter time worked until you have received the position number to be used for that pay period. Once your time is all entered, and before the deadline sent by Tonya, click on the print button to save a copy as a PDF. Send that PDF to Tonya Spivey via email. If you are new to the online reporting of hours, request assistance from one of the tutors or lab monitors who experienced online entry this summer. Direct deposit paychecks are made on the 15th and 30th of each month (or the business day before if the pay date falls on a weekend or holiday).

II. Math Tutor Descriptions and Qualifications

Description:

- **Location:**

- 6 (7) different campus locations available
 - Cooper Campus (Moloney 224/225)
 - Danville Campus (Library)
 - Lawrenceburg Campus (Library)
 - Leestown Campus (A108)
 - Newtown Campus (N120D)
 - Winchester Campus (Office Suite & Room 3)
 - Georgetown Campus to begin in Spring 2017

- **Lab Setting:**

- Open access
- Walk-in, first come – first serve setting
- Tutors serve multiple students simultaneously by floating around lab

- **Courses tutored:**

- Developmental Algebra thru
- College Algebra
- Business Calculus
- Calculus Sequence
- Additional courses tutored when qualified
 - Statistics
 - Contemporary Mathematics
 - Trigonometry
 - Finite Mathematics

- **Hours:**

- Part-time only
- Flexible scheduling: we will work around your schedule
- A typical shift at an extended campus is usually 2 - 3 hours long
- A typical shift at the Cooper campus can be from 2 – 5 hours long
- Anyone working 5 hours or longer is required to take a 30 minute unpaid lunch

- **Responsibilities:**

- Provide accurate and friendly mathematics tutoring
- Be prompt for assigned times
- Document student participation
- Communication with supervisor

Qualifications:

Academics:

Minimum: Completed Calculus I with A/B
Cumulative GPA 3.0

Preferred: Completed Calculus II with A/B
Cumulative GPA 3.5

Other:

Good communication skills

III. Basic Rules

1. You are expected to be prompt for assigned tutoring times.
2. If you must miss a tutoring session, or cannot be on time for your session, you should:
 - Make every attempt to have another tutor cover your time slot and notify Jeff Herrin and the tutor center about the change.
 - If you cannot get someone to cover the time slot, contact Jeff Herrin as early as possible so that signs can be posted about the uncovered hours. If you are located at an extended campus, notify the office manager or other designated person. It is your responsibility to be sure this is taken care of, so keep calling until you get in touch with someone. Leaving an e-mail or voice message that might not be received in time is not acceptable.
3. You must wear the provided identification tag at all times you are in the tutoring room. You must remain in a visible and accessible location.
4. Conduct in the tutoring area:
 - **You are not permitted to do your own work, be on the computer, or be involved in any activity that might indicate to students that you are not available to help them.**
 - When a student comes into the tutoring room, you should greet them and ask them **how** you can help. Never tell the student, "Let me know if you need any help." The act of entering the tutoring area has indicated that they need help.
 - Be sure the student signs in so there is a record of the tutoring service. These records are vital to ensure that adequate funding is provided and tutoring is scheduled at the best possible times to accommodate student needs.
 - During periods when there are no students in the tutoring room, you are expected to use this time to improve your knowledge about the math & statistics courses offered. A folder of course objectives, outlines, and material covered are available at [http://bluegrass.kctcs.edu/en/Mathematics and Statistics/Our Courses/Mathematics Courses.aspx](http://bluegrass.kctcs.edu/en/Mathematics_and_Statistics/Our_Courses/Mathematics_Courses.aspx). Copies of textbooks for these courses are also available.
 - Encourage students to fill out an evaluation form after the session.
5. You are to display a courteous, respectful attitude with all students you work with.
6. Students might want to use you as a sounding board to complain about the course instructor. You must never agree with them or speak negatively about any faculty member. You may direct the student to register the complaint through the appropriate channels.

For full-time faculty, contact:

Jackie Wiseman, Assistant Dean.

Office: Moloney Building, Room 118

Phone: (859) 246-6431

Email Address: Jackie.Wiseman@kctcs.edu

For adjunct faculty, contact:

DeAnna Pelfrey, Math Coordinator.

Office: Moloney Building, Room 125

Phone: (859) 246-6432

Email Address: DeAnnaPelfrey@kctcs.edu

Or

Judy Druggan, Developmental Math Coordinator.

Office: Danville Campus, Room 114

Cooper Campus, Moloney 123

Phone: (859) 246-6823

Email Address: Judy.Druggan@kctcs.edu

IV. Effective Tutoring Skills

1. **Take the initiative.** Many students are reluctant to ask for help. When a student enters the lab, you should ask him/her, "How can I help you?" Always make the student feel welcome.
2. The tutoring goal should be to help students become an independent learner. In mathematics, it is important to **teach concepts** rather than just processes or procedures.
3. Tutors will deal with students with varying degrees of **math anxiety**. Tutors should avoid using phrases such as, "This is easy." Such phrases intimidate the student. If the student suffers from a high degree of math anxiety, it may be helpful to refer the student to a counselor. BCTC provides counseling assistance at the Cooper, Leestown, Winchester, Lawrenceburg, and Danville campuses.

Please refer to <http://bluegrass.kctcs.edu/en/Counseling.aspx> for additional information.

4. Begin by asking to see the **student's notes** on the topic.
 - If the student does not have notes, use this as a teaching opportunity to explain the importance of taking good class notes.
 - If the student has class notes, review the notes to find out the procedures the instructor is using. Do not introduce fancy ways you learned in your upper level classes to help the students solve problems. Many times, alternate methods will further confuse the student. Stick as close as you can to the way the instructor taught the material. If there is a slight variation in technique that you know has worked well with others, you may want to share it, but be cautious! It is always safe to show them the way their instructor taught the material.
5. **Encourage students to attend class.** Some students believe getting help from a tutor is a substitute for attending class. Students having difficulty in math must realize time spent with a tutor is in addition to classroom time. A tutor does not replace an instructor, nor does a tutoring session replace missed class time.
6. **Remember your role.** *You are not there to do their homework for them.* You are a teacher.
 - **Do not work the students' assignments for them.** In math, you may want to make up similar problems to work as examples and let them do the actual homework assignment.
 - **Leave the pencil in the student's hand.**

Students do not learn from watching you do the problem, but from you guiding them to do the problem. The goal is not only to get the problem worked, but for the student to be able to solve this and similar problems on his/her own.

 - Make sure the student understands the problem or question and the associated vocabulary.
 - Build on what the student already knows. Simplify the process as much as possible. Often students over-complicate the material.

- Try to lead the student through the problem by asking rather than answering questions. Try to “nudge” him/her toward the correct method by asking leading questions that will direct the student towards the correct steps. For example:
 - Can you tell me why this happens?
 - Where is the property or rule from your book or notes that allows you to do this?
 - Can you find a similar problem in the notes or in book examples?
 - In this example, why was this step used?
 - What do you think should be done next?
- **Encourage students to show all steps of the work.** Benefits of showing all steps include:
 - Fewer mistakes will be made
 - Errors can be identified and corrected
- To check for understanding, have the student re-explain the procedure to you. Avoid asking questions like, “Does that make sense to you?” and “Do you understand now?”
- **Reinforce any correct procedures.** (e.g. “This part is done correctly” or “You are on target here”) Then identify incorrect logic and ask the student to consider what else he/she might try. You can provide a hint, but avoid explanations until after the student has attempted a guess.
- If the student cannot get the correct answer and asks for help, the tutor should look at what the student has done and try to locate the error. Then have the student work a similar problem to make sure he/she has grasped the concept or procedure.
- Encourage the student to work the next problem on his/her own, but let him/her know you will check back. Do not get drawn into working the next problem with an insecure student. He/she needs to develop the ability to apply what he/she is learning without your supervision.
- **Be patient.** If the student could work through the problems or grasp concepts easily and quickly, he/she would not be there asking for help.

7. If more than one student is in the lab, you need to **work with all of them.**

- **Find out what each student is working on.** If more than one student is working on the same topic, put them together in a group and encourage them to help each other. Periodically, go to the group to see if they need help.
- **Circulate among the students.** Have a student work on a problem while you work with another, then revisit each student to monitor progress.
- **Never stay with one student exclusively,** ignoring others.

V. Goals and Ethics

1. I will strive to be proficient and knowledgeable in the math courses that are taught at BCTC.
2. My goal is to help, not to impress.
3. I will make every effort to increase the student's self-confidence.
4. I will give the student my full attention.
5. I will admit my weaknesses and seek assistance when needed.
6. I will show respect toward the students and never demean or embarrass them.
7. I will relay to the student that my role is not to do his/her work but to help him/her learn.
8. I will ensure that the student always feels welcome in the tutoring lab.
9. I will support the faculty and will not engage in negative discussions about any faculty member with the student.