

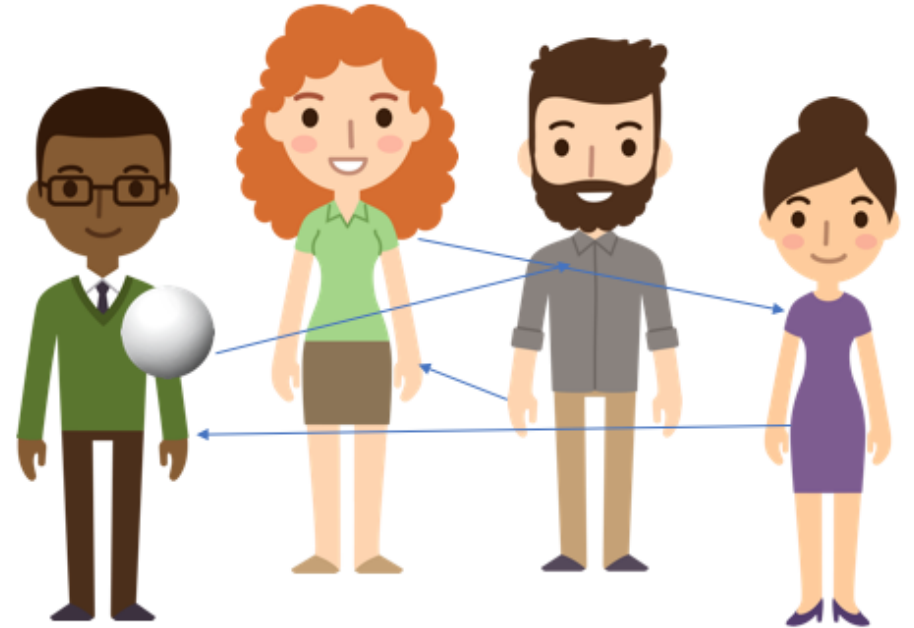
Effective in-class support

Strategies for engaging with students and teachers

GEAR UP All Campus Training | February 4th, 2017

It isn't always
going to be
perfect...

- Being Flexible is the Key!



Things to do...

- **Initiate communication** with the teacher, talk to the teacher to see how you can be impactful in their classroom.
- Ask “what are the activities for today?”, and **show that you are flexible** with what the lesson entails.
- Don’t be afraid to ask the teacher when you have **questions**.
- If you do have concerns, always remember to share these with your **Lead Coach and/or GEAR UP Campus Coordinator**.



What you can expect...

Typically, GEAR UP Coaches assist in three types of instruction:

- Whole Group (WG)
- Small Group (SG)
- One-on-One (1:1)

Look familiar?

GEAR UP PHILADELPHIA
Chief Academic Support Office

GEAR UP Tutoring Log

Date Jan. 31st, 1994

Teacher/Period Mr. Dink 3rd

Tutor Name Doug Funnie

School Bluffington H.S.

Subject/Topic Math

Name	Code	Duration	Outcome of Follow-Up
<u>Patti Mayonnaise</u>	<u>SG1</u>	<u>.75</u>	<u>completed HW algebra make-up assignment</u> ↓
<u>Skeeter Valentine</u>	<u>SG1</u>	<u>.75</u>	
<u>Roger Klotz</u>	<u>SG1</u>	<u>.75</u>	
<u>Bebe Bluff</u>			

Whole Group Instruction

- Students are working on a classwork assignment while a teacher may give intermittent periods of instruction.
- Interactions with individual students may be short, providing feedback and answering questions. You will most likely want to **circulate** the classroom.
- Watch the teacher's style. **Observe** how he/she interacts and engage the students.



Guidelines for supporting students during whole group instruction

- Remember you are there to **support** the student, not to do work for them.
- **Avoid sitting next to one student all the time.** Students can feel singled-out when they are the only person getting help.
- **Let the student attempt tasks and activities before** offering any help. Allow enough time for them to persist and problem solve themselves first.
- **Don't assume the student needs your assistance.** Ask before helping.
- When the student doesn't want your help, **respect** that. Offer help to other students.

Tips for Providing Feedback to Students

- Be **specific**! Effective feedback is concrete, specific, and useful.

For example, rather than saying "Great job", say, "You used _____ strategy to solve that problem correctly."

- Frame comments so they are stated **positively** – state what the student has done well, and then **one manageable thing to work on** next.

Remember affirmation is different to praise. Personal praise, *such as good girl, well done, you're so smart, or I'm proud of you* is not feedback as it focuses on the person instead of on their work.



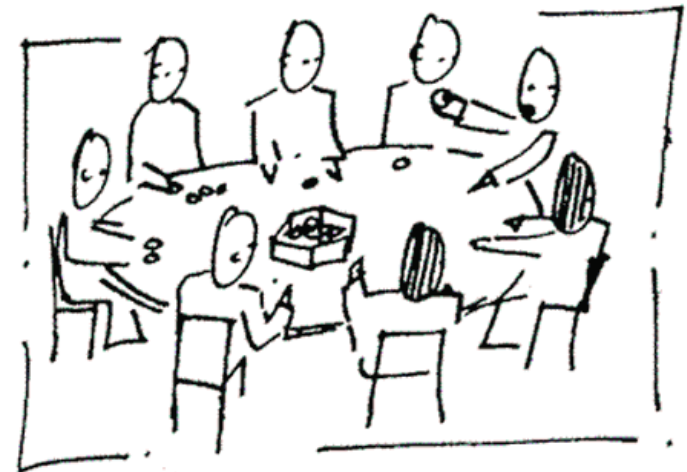
Using Questions to Promote Inquiry

- How you ask students questions matters!
- Tutors can utilize critical thinking questions to seek **clarification** and probe for **purpose, assumptions, information, perspectives, implications, questions, concepts,** and **inferences.**



Small Group Instruction

- The classroom teacher may assign you to a small subset of the class to work with.
- The group may be students who need extra help, students who are excelling and need more engagement, or a combination of students.



Creating Collaborative Learning Groups

- Can help to create successful **student engagement** in small group tutoring.
- Students work together while taking **responsibility** for their own – and the group's – learning.
- Strengthen and enhance students' **listening, thinking, speaking** and **writing** skills.
- Students do not have to have the same skills and knowledge. By relying on the strengths of individual group members, the collaborative group creates a **positive interdependence** and productiveness.

Tutor and Student roles in collaborative groups

Tutor Role

- **Encourage** group members to **respect** the ideas/thinking of others.
- **Model** the use of asking **questions**.
- **Facilitate** a balance of **shared participation** among students.
- Ensure a **safe environment** where students are free to ask for clarification on the content.
- **Communicate** with classroom teacher about student participation and group interaction.

Student Role

- **Respect** the ideas/thinking of others in the group.
- **Actively participate** by listening, asking questions, and answering questions.
- Create an environment where others in the group **feel comfortable** enough to ask questions and seek clarification of content.

Collaborative Learning Groups

Take a moment to reflect on your experiences with collaborative learning groups, then share your thoughts with a partner...



One-on-One Instruction

- The classroom teacher may assign you a student to work with individually.
- This may be a student that is struggling with a particular topic and needs **extra support**, a student who is excelling in class and needs **further engagement**, or a student who **missed an assignment**.
- Take this as an opportunity to really engage and build a relationship with the student. Be a **tutor mentor**!



Learning Styles

- Research shows that students process information using all of their senses, but in most students, one sense is dominant.
- The most common learning styles (ways of learning) are: **auditory**, **visual**, and **kinesthetic**.
- Understanding how the student you are working with learns, will improve the outcomes of your tutoring session.



Learning Styles

- Take the learning style inventory to discover your own learning style.
- Once you have tabulated your score, move to the corner of the room that you identify with, and as a group, share out the characteristic of your dominant learning style.



What to do if the teacher is primarily lecturing?

- Take this as an opportunity to learn and observe the teacher's instruction, take notice of things the teacher does that can improve your own interactions and instruction with the students.

