TUTOR HANDBOOK

MATH-PHYSICS-ENGINEERING, ECON-STATS & BIO-CHEM PROGRAMS

2019-20
# CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS Staff Information</td>
<td>1</td>
</tr>
<tr>
<td>CLAS Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Tutor Job Description</td>
<td>3</td>
</tr>
<tr>
<td>An Overview of CLAS Services</td>
<td>4</td>
</tr>
<tr>
<td>The Tutor's Role</td>
<td>5</td>
</tr>
<tr>
<td>Characteristics of Great Tutors</td>
<td>6</td>
</tr>
<tr>
<td>Communication Responsibilities</td>
<td>7</td>
</tr>
<tr>
<td>Tardiness &amp; Cancellations</td>
<td>8</td>
</tr>
<tr>
<td>Relationships with professors</td>
<td>9</td>
</tr>
<tr>
<td>Individual Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Timesheets &amp; Data Collection</td>
<td>11</td>
</tr>
<tr>
<td>Sample Forms</td>
<td>12</td>
</tr>
<tr>
<td>Timekeeping, Payroll &amp; Paychecks</td>
<td>13</td>
</tr>
<tr>
<td>Professional Ethics</td>
<td>14</td>
</tr>
<tr>
<td>Computer Use &amp; Photocopying</td>
<td>15</td>
</tr>
<tr>
<td>Private Tutoring &amp; Private Enterprise</td>
<td>16</td>
</tr>
<tr>
<td>Alcohol &amp; Drugs</td>
<td>17</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>18</td>
</tr>
<tr>
<td>Diversity</td>
<td>19</td>
</tr>
<tr>
<td>Safety</td>
<td>20</td>
</tr>
<tr>
<td>Emergencies, Safety Bulletin Boards &amp; First Aid Kits</td>
<td>21</td>
</tr>
<tr>
<td>Unsafe Workplace Reports</td>
<td>22</td>
</tr>
<tr>
<td>Emergency Resource Info</td>
<td>23</td>
</tr>
<tr>
<td>Strategies &amp; Guidelines for Tutoring</td>
<td>24</td>
</tr>
<tr>
<td>Relationships &amp; Review of Responsibilities</td>
<td>25</td>
</tr>
<tr>
<td>Administrative Details &amp; Reminders</td>
<td>26</td>
</tr>
<tr>
<td>Prep &amp; Organization</td>
<td>27</td>
</tr>
<tr>
<td>Drop-in Guidelines</td>
<td>28</td>
</tr>
<tr>
<td>Professional Attitudes &amp; Behaviors</td>
<td>29</td>
</tr>
<tr>
<td>Handout Guidelines</td>
<td>30</td>
</tr>
<tr>
<td>Advice for New Tutors</td>
<td>31</td>
</tr>
<tr>
<td>Review Session Guidelines</td>
<td>32</td>
</tr>
<tr>
<td>Teaching Techniques: The Socratic Method</td>
<td>33</td>
</tr>
<tr>
<td>Teaching Problem Solving</td>
<td>34</td>
</tr>
<tr>
<td>Tutorial Preparation &amp; Lesson Plans</td>
<td>35</td>
</tr>
<tr>
<td>Learning &amp; Learning Styles</td>
<td>36</td>
</tr>
<tr>
<td>Tutor Evaluations</td>
<td>37</td>
</tr>
<tr>
<td>CLAS SRB Locations Summary</td>
<td>38</td>
</tr>
<tr>
<td>Maps</td>
<td>39</td>
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</table>
CLAS STAFF INFORMATION

<table>
<thead>
<tr>
<th>Name/Position</th>
<th>Phone # (805)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calvin Kao – Coordinator</td>
<td>4909</td>
<td><a href="mailto:calvin.kao@sa.ucsb.edu">calvin.kao@sa.ucsb.edu</a></td>
</tr>
<tr>
<td>Amy Liest – Coordinator</td>
<td>7996</td>
<td><a href="mailto:amy.liest@sa.ucsb.edu">amy.liest@sa.ucsb.edu</a></td>
</tr>
<tr>
<td>Dan Givens – Program Admin</td>
<td>3269</td>
<td><a href="mailto:dan.givens@sa.ucsb.edu">dan.givens@sa.ucsb.edu</a></td>
</tr>
<tr>
<td>Martha Oregel - Payroll/Pers</td>
<td>2050</td>
<td><a href="mailto:martha.oregel@sa.ucsb.edu">martha.oregel@sa.ucsb.edu</a></td>
</tr>
<tr>
<td>Meagan Cunningham - Business Officer</td>
<td>2946</td>
<td><a href="mailto:meagan.cunningham@ucsb.edu">meagan.cunningham@ucsb.edu</a></td>
</tr>
<tr>
<td>Jeff Landeck - Director</td>
<td>4757</td>
<td><a href="mailto:jeff.landeck@sa.ucsb.edu">jeff.landeck@sa.ucsb.edu</a></td>
</tr>
</tbody>
</table>

CLAS STAFF SUMMARY

[Diagram showing the organizational structure of CLAS staff, with Jeff Landeck as the Director and various roles and services connected to him.]
CLAS MISSION

At CLAS, learning is our middle name:
we help students understand course concepts;
we engage students in the learning process;
we guide students toward discovering solutions to problems;
we encourage students to become independent thinkers & life long learners.

Come.
Learn.
Achieve.
Succeed.

WHO USES CLAS?
All group tutorials, workshops and drop-in services are free to registered UCSB students. Individual tutoring is available to students referred to CLAS by Intercollegiate Athletics or DSP (Disabled Students Program).

Last year approximately 9,000 students used CLAS services!

TUTOR JOB DESCRIPTION

Math-Physics, Bio-Chem & Econ-Stats Tutors

Under the supervision of the appropriate coordinator, Math, Physics, Biology, Chemistry, Statistics and Economics Tutors assist students individually and/or in groups in understanding course materials, developing methods for independent problem solving, and preparing for exams. In addition to reviewing difficult concepts and addressing specific student questions, tutors help students acquire and/or improve the skills necessary for academic success by modeling study strategies and providing opportunities for students to practice these strategies. Tutors are also responsible for filling out appropriate attendance and data records, participating in required training sessions, and attending periodic staff meetings.
CLAS SERVICES: A Brief Overview

Math-Physics-Engineering, Biology & Chemistry, Economics & Statistics Programs
(Ordinators Calvin Kao & Amy Liest)
  - Group Tutorials: Available for many lower division science & econ courses; advance sign up and regular attendance required
  - Individual Tutorials: Referrals for one on one tutoring available for specific select ICA and DSP students
  - Drop-in Service: Assistance on a first-come, first served basis for many first and second year math, science and econ courses

Writing & Foreign Language Program
(Coordinator Emma Christofani)
  - Writing Drop-in: Assistance on a first come first served basis with any writing assignment
  - Writing Lab: Assistance by appointment with any writing assignment
  - Individual ESL Appointments: For students where English is not their first language
  - Foreign Language Drop-in: Available for most first-year language classes

Academic Skills Program
(Skills Specialist Jay Stemmle)
  - Skills Workshops: Small one-time group sessions to address various study skill issues such as time management, note taking and GRE prep
  - Individual Skills Appointments: One on one counseling sessions

Weekend Services
(Coordinator Binh Pham)
  - Sundays 1-7 pm: Includes math, science, econ and writing drop-in assistance; snacks; study space; and access to interactive learning communities
When Plato first used the metaphor of midwifery to describe education, he linked tutors to their role as advocates for students. The tutor is not a lecturer, nor a grader; instead the tutor is one who draws out \( (e 	ext{ ducare}) \) and helps give birth to what the student has gestated. The success of a tutorial depends on the relationship the tutor establishes with the student. Collaborative problem solving works only when the tutor and student share the responsibility for the learning.

The tutor must know the material and understand the objectives of the course, but more importantly, must be able to recognize what the student understands and where that understanding breaks down. Knowing the next step in the learning process and leading the student to take that step is the art and skill of tutoring.

This means that the tutor resists “giving answers.” Being directive upsets the balance of power in a tutorial by establishing the tutor as the center of the learning process and pushes the student deeper into passivity and dependency. The tutor who gives the student her idea or solution is like the cow bird who lays its egg in the songbird’s nest. All the energy of the tutorial goes into supporting the birth of the tutor’s idea. Although the student may receive an A in the course, the student will have been diminished by the experience. What inflates the tutor deflates the student.

The tutor can foster independent learning by

- letting students do what they can for themselves
- recognizing and praising any step they take toward independence
- refusing to let students credit the tutor with their success

The tutor’s role in undergraduate education is critical. Students often report that just one or two meetings with a tutor permanently changed their sense of themselves in the university. Usually the tutorial is remembered not because of the information transmitted during the session, but because of the relationship established between tutor and student. The successful tutor somehow manages to look deeply and see a potential that the student—because of confusion or anxiety or self-doubt—cannot see. The tutor mirrors that potential back to the student and then, in a practical, step by step way, helps the student exercise that newly found strength.
CHARACTERISTICS OF GREAT TUTORS

COMMUNICATION
• Puts information across in a clear, understandable manner
• Capable of reducing knowledge to its simplest components
• Reinforces major points with meaningful examples
• Ties information together
• Answers questions freely & completely
• Relates theories, principles & concepts to practical applications

COMMAND OF THE SUBJECT MATTER
• Knowledgeable in the content area
• Current & up-to-date in the field
• Attends lectures regularly & reads ahead of the class
• Knows material well enough to emphasize the most important aspects

ORGANIZATION
• Plans ahead for the tutoring session's activities
• Comes to the tutorial ready to deal with the topic
• Uses class time effectively & efficiently
• Highlights main ideas
• Summarizes to aid learning & retention

INTERACTIVE TEACHING SKILLS
• Helps students answer their own questions
• Uses directed questioning and “wait time” techniques
• Uses student reaction & feedback to improve and guide actions
• Has patience & understanding for the beginning student
• Senses when the class does not understand
• Praises success to motivate future learning

CREATIVITY & FLEXIBILITY
• Uses a variety of presentation styles & methods
• Changes approach to meet new situations
• Works with different students distinctly & individually
• Tries new ideas & techniques periodically
• Open to student suggestions on content & methods

PASSION & COMMITMENT
• Excited about teaching
• Sincere interest in the subject matter
• Makes learning a pleasurable experience
• Presents in ways which are interesting & involving
• Uses enthusiasm to improve student attitudes toward the subject matter
• Accepts criticism & suggestions as positive signs for change
• Always looking for new & better ways to teach
• Shares the best ideas with colleagues for their improvements
TUTORM RESPONSIBILITIES: COMMUNICATION

To avoid confusion and to maintain professionalism, tutors must communicate clearly with students, CLAS staff and professors.

COMMUNICATION WITH CLAS STAFF

- **Regarding schedule changes:** Make sure your coordinator knows of any changes to your schedule and availability as soon as possible.
- **Tardiness:** Tutors are responsible for reporting to their groups, drop-in hours, & individual tutorial sessions on time. Chronic tardiness may result in reduction of work hours. Tutors who are going to be late must notify their coordinator and the CLAS front desk ASAP.
- **Cancellations:** In general, tutors who cannot attend their group, drop-in, or individual tutorial sessions need to give students & CLAS staff advanced notice.
  - **For Groups & Drop-in hours:**
    - **Planned:** Cancellations must be approved in advance by your coordinator with the proper signed form. CLAS will send e-mail & post signs notifying students of cancellations.
    - **Unplanned:** Call CLAS, 893-3269, and leave a message as soon as possible... Do NOT rely on email!
  - **For Individual Tutorials:** Cancellations should be made in advance with the student (24-hour notice if possible)

COMMUNICATION WITH PROFESSORS

- Tutors must communicate effectively with the professors teaching the courses that they tutor. It is important for the tutor to establish an effective working relationship with the professor and to act as a liaison between the departments. Initial introductions and continued dialog throughout the quarter are key.

COMMUNICATION WITH STUDENTS

- **In General:** Tutors must be clear and consistent when relating information about CLAS policies, session cancellations, review sessions and any other changes regarding tutorial session times or locations.
- **Messages to your tutorial groups:** Your coordinator can forward messages and attachments to your students via the CLAS data system. (Please no attachments totaling 2.0 MB or more)
- **Regarding Individual Tutoring:** Be sure to take note of the following
  - Check your e-mail and CLAS mailbox regularly for new assignments
  - Make sure you and your tutee have the most updated contact information for each other
  - Establish a regular schedule for appointments if possible
  - Confirm the day, time and place of meetings to avoid any misunderstandings. Ask students to contact you more than an hour in advance to reschedule appointments
  - Fill out a Tutoring Verification Slip for athletes to give to their coach as proof of tutoring if requested. (Available in top drawer beneath the CLAS mailboxes)

A NOTE ABOUT INDIVIDUAL TIMES & LOCATIONS: All individual tutorial sessions should be held in public places: e.g. in campus facilities (the library, the UCen, lounges in the residential halls, outdoors, space designated for tutorials inside CLAS buildings (not the tutor lounge or lobby) or in public facilities (restaurants, coffeehouses, parks). The same considerations dictate appropriate times for tutoring.
NOTE INSTRUCTIONS.
PLAN AHEAD!
TURN IN FORMS ASAP...
2 DAYS IN ADVANCE PREFERRED.

NOTE: CLAS WILL ALSO AUTOMATICALLY EMAIL YOUR STUDENTS WHEN THERE IS A CANCELLATION.

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## Cancellation Request Form

~ Two Days Advance Notice Required ~

**Steps for Cancellation:**
- First: Complete form at least two days in advance of requested cancellation date.
- Second: If Drop-in is cancelled, please fill out DROP-IN Cancellation box.
- Third: Place completed form in the envelope on your coordinators office door.

**NAME:** Mary Tutor  
**TODAY'S DATE:** 4/30

**REASON FOR CANCELLATION:** midterm

### GROUP TUTORIAL CANCELLATION

<table>
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<tr>
<th>COURSE: Chem 1A</th>
<th>CODE: 1081</th>
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<td></td>
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<td>COMMENTS:</td>
<td></td>
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<th>CODE: 1041</th>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
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<table>
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<td></td>
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<tr>
<td>COMMENTS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### DROP-IN CANCELLATION

- [ ] MATH/SCIENCE  
- [ ] ECON  
- [ ] BIO/CHM

<table>
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<tr>
<th>Cancel Date:</th>
<th>DAY: M T W R F</th>
<th>Time: to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancel Date:</td>
<td>DAY: M T W R F</td>
<td>Time: to</td>
</tr>
<tr>
<td>Cancel Date:</td>
<td>DAY: M T W R F</td>
<td>Time: to</td>
</tr>
</tbody>
</table>

**COORDINATOR APPROVAL:**

**OFFICE USE**

**ADMINISTRATIVE EMAIL:**

**POST NOTICES:**

**NOTE TO INTAKE:**

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~SIGN POSTED BY CLAS STAFF~
TIMESHEETS & DATA COLLECTION

TIMESHEET BASICS:
- Timesheets perform dual functions. They are:
  - Data collection forms.
  - Auditable payroll records used to verify timekeeping
- Timesheets must be filled out completely, legibly, and accurately in ink
- Timesheets must be signed by the tutor in order to be valid.
- Hours must be rounded off to the nearest quarter decimal hour: .50, .75, 1.0, 1.25....
- Timesheets are turned in to the coordinator biweekly on Friday and the last week of the quarter.

INDIVIDUAL TUTORIALS (for Intercollegiate Athletes & DSP Students)
- Individual timesheets (yellow forms) are available in the CLAS mailbox area.
- Be sure to include the student’s PERM NUMBER, COURSE NAME and NUMBER.
- Students must sign timesheets at the end of each tutorial session.
- Indicate a No-Show when a student fails to show up or cancel at least an hour prior to the scheduled appointment on the timesheet.
- If two or more students are tutored at one time, a pink group timesheet and not a yellow individual timesheet is used; the tutor will be paid at the group rate rather than the individual rate for these sessions. Pink group rosters are available in the CLAS mailbox area.
- Generally, a maximum of 10 hours of one-on-one tutoring per quarter per course will be allotted for athletes and DSP students. Additional hours must be approved by the coordinator.

NOTE: CLAS does not offer referrals for private tutoring (fee for service). Private tutoring may not take place at CLAS locations. Be aware that University policy prohibits use of campus resources for private business endeavors such as private tutoring. CLAS tutors may provide private tutoring on their own as long as it is for courses other than ones they are currently group tutoring; takes place outside of CLAS time in non CLAS locations; and doesn’t utilize CLAS resources such as computers, copiers, handouts or office supplies.

GROUP TUTORIALS
- Group rosters (AKA timesheets) are obtained from the Program Administrator. Pick up new ones in the timesheet bin located at the front desk on Mondays following timesheet due dates.
- Add any new students’ names and perm numbers to the roster using the student’s verification form. All new students should have a Verification Form as proof of their enrollment in the group. Students who sign up online should print out their own forms, get copies from CLAS or display them for tutors on their mobile device.
- Discourage “crashing”: Make sure students attending your groups, enroll or change groups at the CLAS front desk or online through the MYCLAS system on the CLAS website.
- Group attendance must be taken verbally or on sheets other than the official timesheets. All student data required on timesheets must be entered by tutors to avoid mistakes and the release confidential information such as perm numbers. Students must not view or write on tutor timesheets. Indicate a No-Show with NS if zero students attend a scheduled session.
- Enter an “E” on your roster for students who are absent, but excused for that session. Students with 2 or more consecutive, or 3 total unexcused absences can be dropped from their group by the coordinator. Make sure students know how to contact you, so you can excuse their absences as needed and avoid being dropped.
CAMPUS LEARNING ASSISTANCE SERVICES
INDIVIDUAL TUTORIAL SESSIONS
(One Student per Sheet)

TUTOR: Mary Tutor
STUDENT: Studentbody, John
PERM# 445544 - 7
COURSE: Chem 1A

MONTH: Apr 20 12

Please read carefully and follow the procedures for completing this sheet.

1. COMPLETE information LEGIBLY in the above boxes in ink.
2. In the boxes below, fill in date & time for each tutorial session to the NEAREST QUARTER HOUR (e.g., .25, .50).
3. Have your student SIGN after each session. You will not be paid unless the student has signed for each tutorial session.
4. Fill in the "Material Covered" line, briefly indicating what you worked on each session.
5. Indicate a No-Show when a student fails to show up or cancel at least an hour prior to scheduled appointment by writing "NO-SHOW" on the Materials Covered line and the student Signature line.
6. Add up Hours Tutored and No-Show Hours at the bottom of the timesheet before turning in. Also indicate if it the 2nd No-Show for this student for the current quarter as needed.
7. Do NOT use this form when tutoring more than one student during a session. Use a pink group timesheet for sessions when 2 or more students are tutored at the same time.

STUDENT MUST SIGN AFTER EACH SESSION

INDICATE NO-SHOWS AS NEEDED

INCLUDE BRIEF DESCRIPTION OF WHAT YOU DID

TOTAL HOURS TUTORED & NO-SHOW

SIGN!

Total Hrs Tutored: 3.75 Total No-Show Hrs: 1.0

Check Student Status:
☒ ATHLETE
☐ DSP
☐ OTHER

FOR WORK STUDY: I hereby certify that this is true statement if the student worked & that the work was performed in a satisfactory manner.

TUTOR'S SIGNATURE

Mary Tutor

-9-
**CLAS Group Attendance**

Month: **April**

Tutor: 02140

Course: CHEM 1A

Time: MW 2:00-2:50PM

Building 300 Rm 102

WORK STUDY: I certify that this states the true hours worked & performed satisfactorily. **SUPERVISOR’S SIGNATURE**

### PLEASE COMPLETE ALL FIELDS.

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<tr>
<th>Meeting Date</th>
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<th>4/18</th>
<th>4/23</th>
<th>4/25</th>
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<tr>
<td>Group Hours</td>
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</table>

**Total Group Hours:** 4.0

<table>
<thead>
<tr>
<th>STUDENT NAME (Last,First)</th>
<th>PERM #</th>
<th>TOTAL HRS</th>
<th>Tutor must check mark student attendance for each session</th>
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<tr>
<td>1</td>
<td>John Doe</td>
<td>456789-0</td>
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</tr>
<tr>
<td>2</td>
<td>Jane Smith</td>
<td>123456-0</td>
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</tr>
<tr>
<td>3</td>
<td>Michael</td>
<td>789012-3</td>
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<td>4</td>
<td>Sarah</td>
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<td>5</td>
<td>Emily</td>
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<td>6</td>
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<td>16</td>
<td>Jordan</td>
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</tbody>
</table>

**Note:** Do not let students write on the group timesheet!

- **Add up your hours**
- **Sign all pages**
- **Use "NS" if zero students attend a scheduled meeting**
- **Use "E" to indicate excused absence**
- **Add up all student hours**
- **Add new students as they attend. Include full name & perm**
**REVIEW SESSION TIMESHEETS**

For extra sessions when more than one tutorial group meets at the same time and place, there are special GREEN timesheets. Tutors will transfer student information (names & perms) onto their green timesheet from collected individual attendance slips. Do not allow students to write on or view the timesheet. Timesheets, attendance slips & transport envelopes are available in the CLAS mailbox area.

**DROP-IN TUTORIALS**

- **Drop-in timesheets** are located in binders in the drop-in areas and remain there, filed alphabetically. **Do not hand these timesheets into your coordinator.** They are collected at the end of each pay period.
- **Sign** your drop-in timesheet whenever you begin a new one.

**IN SUMMARY REMEMBER THE FOLLOWING:**

- Drop-in timesheets should be checked for accuracy, signed, and left in the designated binders.
- Individual, Group, Review Session Timesheets are all turned in to your coordinator every other **Friday** at the end of the biweekly pay period.
- It is essential to collect attendance data for all students who attend any CLAS sessions.
- Accuracy is important on all timesheets!

**Electronic Timekeeping and Payroll**

An electronic system (**Kronos**) will be used to track hours worked for payroll.

For Kronos timekeeping note the following:

- Tutors will log on to Kronos using their UCSBNetID and enter hours worked on their timecard each week. You can use any computer with internet access including the one in the CLAS mailbox area set up for that purpose. [https://timekeeping.ucsb.edu/](https://timekeeping.ucsb.edu/)
- At the end of each biweekly pay period, tutors will finish entering their hours worked and approve their timecards by that **Saturday**.
- When entering your hours:
  - Enter time worked rounded off to the nearest **quarter hour**.
  - Select the **correct pay rate** under the transfer column: Group rate (higher amount) for group tutorials, review sessions and group no-shows. All other work hours are payed at the individual rate.
  - Add a **comment** w/ brief explanation for hours that are not regularly scheduled:
    - Regular hours = group and drop-in hours → **no comment required**
    - Other hours = individual sessions, no-shows, review sessions, substitutions, training hours & meetings, lecture attendance → **comment required**
  - For any work completed on an end of a pay period **Friday evening** or **Saturday**: Enter the hours for that day on your timecard before approving and turn in any corresponding timesheets to your coordinator ASAP the following **Monday** morning.
- Your supervisor will check, verify and approve hours on **Monday morning.** They will alert you if an adjustment is needed &/or made.

**NOTE**: It is critical to turn in all paperwork & approve your Kronos timecard on time!

**PAYCHECKS**

Paychecks are issued **bimonthly** on every other Wednesday. Note also:

- **Direct deposit is available.** If you do not have direct deposit, your paycheck will be mailed to you. (Paychecks are no longer available for pick up on campus)
- Payroll questions should be directed to the CLAS payroll personnel officer, Martha.
EACH REVIEW SESSION TIMESHEET IS 2-SIDED AND HAS ROOM FOR 94 STUDENT NAMES & PERMS

<table>
<thead>
<tr>
<th>STUDENT PERM</th>
<th>STUDENT NAME (Last, First)</th>
<th>STUDENT PERM</th>
<th>STUDENT NAME (Last, First)</th>
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<tr>
<td>3416613</td>
<td>DeAnda, L</td>
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</tbody>
</table>

PASS OUT & COLLECT STUDENT ATTENDANCE SLIPS; TRANSFER STUDENT DATA ONTO TIMESHEET

* CLAS Review Session Attendance *
Please fill out this form & hand it in to the CLAS Tutor at the Review Session. Print clearly!

Student Name: John Studentbody

Student Perm Number: 4485667-7

Course Name & Number: Chem 105B

Date: 4/23/13 Time: 6:00

Regular Tutorial Group Time: none

Review Session Tutor: Mary T.
Campus Learning Assistance Services

Bio-Chem DROP-IN TIMESHEET

Tutor Name (Print): Mary Tutor
Tutor Signature: 

For work study: I hereby certify the accuracy of this record of hours worked in a satisfactory manner.

INSTRUCTIONS:
- Enter time worked for each shift before you leave the drop-in area
- Enter shift times and hours worked rounded to the nearest 0.25 hour
- File the timesheet in the drop-in binder under the first letter of your last name
- Start a new timesheet for each pay period (when the old one is collected by the coordinator)

<table>
<thead>
<tr>
<th>DATE</th>
<th>SHIFT START TIME</th>
<th>SHIFT END TIME</th>
<th>DROP-IN HOURS WORKED</th>
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</thead>
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<tr>
<td>9/23/19</td>
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NOTE ALL INSTRUCTIONS!

[ECON-STATS & MATH-PHYS DROP-IN TIMESHEETS HAVE THE SAME FORMAT]

BEFORE HELPING STUDENTS:
BE SURE THEY HAVE SIGNED IN AT THE COMPUTER STATION.
As a representative of CLAS, tutors are expected to exhibit professionalism in both attitude and conduct. In general, any behavior that makes a student or colleague uncomfortable probably violates CLAS (and University) policies.

The following policies and guideline about specific issues and situations aim to ensure that CLAS staff and students using CLAS services treat each other and CLAS equipment with respect:

**PHOTOCOPYING**
Tutors may use photocopy machines for **CLAS related material only**. Students are not permitted to use these machines and should be referred to photocopy facilities in the library or UCen if they need to make copies. Tutors are encouraged to keep copying to a minimum and reduce and use double-sided copies as much as possible. See your Coordinator for a copier login code and refer to the handout guidelines outlined in this handbook.

**COMPUTER USE**
Computers, including internet access and E-mail accounts, should be used primarily for **legitimate CLAS business**. Do **not** download and print internet files that are **not** CLAS related. CLAS computers & printers are **not** for accessing and printing personal homework assignments or other materials that are not directly related to CLAS. Under no circumstances is internet access to be used for accessing or receiving inappropriate material (i.e. material that is disparaging, vulgar, obscene, or otherwise reasonably understood to be objectionable).

**PRIVATE TUTORING & PRIVATE ENTERPRISE**
Private tutoring presents a potential for conflict of interest with the university and as such CLAS staff & tutors may not make any private tutoring referrals or use their position to solicit business for private tutoring. Any private tutoring or related activities must take place outside of CLAS time in non-university locations and not utilize CLAS resources such as computers, copiers, handouts, office supplies or equipment.

Violation of these policies will lead to dismissal from CLAS.

**ALCOHOL & DRUGS**
As stated in the University policy on substance abuse, the University recognizes drug and alcohol dependency as treatable conditions and offers educational and counseling assistance to employees and students to aid them in dealing with the problems associated with substance abuse. Employees and students, however, are prohibited from the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance and/or alcohol in the workplace, on University premises, at University activities, or on University time. CLAS policy, in keeping with this University policy, strictly forbids the serving of alcohol and/or controlled substances to students by tutors on or off campus, during or after working hours.

**SEXUAL HARASSMENT**
Federal, state, and local law as well as University policy prohibit sexual harassment, defined as unwelcome conduct of a sexual nature, or demeaning, aggressive or hostile conduct targeting a person because of his/her gender that unreasonably interferes with learning or work. This conduct can be physical, verbal, or visual and constitutes sexual harassment when there are situations of “Quid Pro Quo”, “Hostile and Intimidating Environment” or “Preferential Treatment”.

Before making any comments or gestures which might be construed as offensive, tutors should consider both the individual(s) to whom the comments are directed as well as in whose presence the comments are made.

**DIVERSITY**
In support of the University’s twin goals of excellence and diversity, CLAS policy prohibits any discrimination on the basis of gender, race, ethnicity, socio-economic status, age, sexual orientation, or disability.
SAFETY

Tutors are responsible for their own general safety as well as the safety of their students.

EMERGENCIES
Tutors must be aware of the general campus and departmental emergency plans and reporting procedures and know how to access available resources. Please refer to the safety bulletin board (in the Tutor Lounge) for details about evacuation procedures and routes, information about individual duties/role in emergencies and key departmental contact people, and forms. However keep in mind the following:

- If an alarm bell sounds during a tutoring session be sure to stop teaching and have your students exit the building. Be sure to take all your belongings with you when exiting the building.
- In the event of an emergency (or drill) take yourself and your students to the official CLAS assembly point (south side of SRB in the parking lot) for further instructions.
- A first Aid Kit is available for minor injuries. Ask the at the CLAS front desk.

IN CASE OF AN EARTHQUAKE BE SURE TO:

- Duck & Cover! Make sure your students do too.
- Get yourself and your students out of the building when the shaking stops. Meet in the designated assembly area for further instructions.
- You may not be let back into the building for some time afterwards. Grab your backpack, purse, electronic devices, etc. on the way out if at all possible.
- Avoid potential dangers: light fixtures, door jambs, falling branches & building debris.

REPORTING UNSAFE WORKPLACE CONDITIONS AND INJURIES
If you notice any conditions in the workplace which seem unsafe or you are injured on the job, please contact your coordinator, fill out the appropriate form (see the safety board, SRB 3247, for information), and turn it in to the program administrator.

EMERGENCY INFORMATION RESOURCES

Radio:
KCSB FM 91.9 (on campus)

Television:
Channel 3 KEYT, Santa Barbara
Channel 12 KCOY, Santa Maria
(for local emergency information on weather, traffic, road closures, etc.)

Phone:
Fire, police or medical emergencies: 911 (free at payphones); 9-911 (campus phones)

EH&S Assistance Hotline: X3194
(24 hour hotline for assistance with hazardous materials, spills, leaks, odors, etc.)

California Highway Information: 1-800-427-ROAD (7623)

Computer:
EH&S: http://ehs.ucsb.edu
UCSB: http://www.ucsb.edu
California Highway Patrol: http://cad.chp.ca.gov
California Highway Conditions: www.dot.ca.gov

Campus wide Emergency E-mail system: For general emergency updates
STRATEGIES & GUIDELINES FOR TUTORING

Essential Relationships for a CLAS Tutor to Develop & Maintain:
- Tutor to Student
- Tutor to Supervisor (Coordinator)
- Tutor to Professor

A Review of Tutor Responsibilities Group Tutors must do the following tasks:
- Review difficult concepts & problems
- Provide additional examples, worksheets &/or practice problems
- Provide applicable learning skills strategies
- Conduct Review Sessions as needed
- Maintain up to date and accurate records on student attendance (regular sessions & reviews)

Administrative Details & Reminders
- Don’t forget to take group attendance EVERY TIME verbally or on paper. Note excused absences on your roster as needed
- Add new students to your group roster using the information on their verification form
- If students who are not enrolled show up to a tutorial, please encourage them to sign up officially on the computer system
- Turn in timesheets on time, completely filled out & in ink.
- Complete and approve your Kronos timecard on time at the end of the biweekly pay period.
- Remember to check your e-mail & mailboxes periodically for any messages from students, your coordinator, or other CLAS staff.

Prep & Organization (Some Suggestions for Group Tutoring)
- Remain apprised of course’s content, progress & emphasis; attend lectures if possible.
- Organize your materials for each group session and think about what you want to focus on ahead of time
- Make sure students know your plan & goals for the session; write an agenda on the board and refer back to it periodically.
- Prepare problems, quizzes &/or discussion topic outline before groups.
- Keep board presentations clear, concise, legible & large
- Allow for student participation. (i.e. let students help you solve problems or give them extra problems to do during the tutorial while you monitor them.)

Drop-in Tutoring Guidelines (an Overview)
- Wear/display your Name tag. (If you lose it, get it replaced!)
- Make sure all students sign in on the computer.
- Acknowledge each student when they come in. Make initial contact and make them feel welcome.
- Keep drop-in timesheets in the drop-in binder.
- Encourage waiting students to work together and help each other.
- Allow students to participate as much as possible during your interaction. Encourage them to finish up problems on their own.
- Before explaining anything, make sure the student has at least read the problem and attempted a solution.
- When explaining, give hints to draw the student out rather than just supplying the answer.
- Do NOT help students with problems on a take-home exam!
Professional Attitudes & Behaviors
Here are some guidelines tutors are expected to use when working with students & colleagues to promote a comfortable pleasant learning environment:

- Use active listening skills, & criticize constructively; Use diplomacy when contradicting.
- Allow students time to think before terminating response opportunities; Give feedback to students who do respond
- Call students by name & according to their preferences
- When appropriate talk about your own earlier mistakes or experiences in the same area
- Try to be sympathetic or empathetic with the students' feelings or situations
- Use expressions of courtesy during interactions (Please, Thank-you, etc.)
- Use courtesy & diplomacy when interacting with professors. Remember you are tutoring their class. They get to decide what material is appropriate. Don't contradict their information and be sure to heed any requests or suggestions they may make.
- Always respect the other person's time: Be on time or leave notice if you intend to be late or cancel a session. End sessions on time...Let students get to their next class on time!
- Don't be afraid to tell students that you don't know the answer to a question: Tell them you will try to look it up for next time or encourage them to ask their TA or Professor if it is really beyond your level of expertise.
- Be considerate of other tutors: Erase chalkboards & whiteboards after sessions!
- Be aware! Pay attention to posted signs, email notifications and other information. What you do or don't do affects more people than you realize.
- Don't hesitate to ask your coordinator or other staff member when you have questions about any matter concerning CLAS procedures or policy.

Tutoring Don'ts: Some things that a tutor should never do
Since a major goal of tutoring is to help students become independent learners there are some things that tutors just can't do:

- A tutor cannot violate the professor's policies (make sure you know what the professor expects of you and the students)
- A tutor cannot take the place of the professor or the professor's lecture (always encourage lecture attendance, note taking & interaction with the professor)
- A tutor cannot do a student's homework (make sure students are actively participating in the process when you help them with homework problems; let them finish as much of the problem on their own as possible)
- A tutor cannot rescue a student that hasn't been attending lectures or studying regularly. There are no solutions for a quick recovery (remember students are adults and ultimately responsible for their own learning)
CLAS HANDOUT GUIDELINES
When making and copying materials for your students please note the following:

- Originals should NOT be done in pencil......it doesn't copy well. Use white-out or correction tape for mistakes.
- Don't waste paper! Reduce & Double-side originals so that you can fit 4 pages on one piece of paper. There is a function on the copier that allows you to do this automatically....learn to use it.
- Try to focus the content of your handouts. All handouts should be as condensed as possible. Consider distributing them via e-mail instead of making copies.
- Practice Tests should be original material. DO NOT hand out copies of old exams or old exam problems. When using old exam questions as examples make sure to MODIFY them: Change the numbers or ask the question in a different way. NEVER use old questions verbatim.
- Don't leave a lot of extra space between problems on a practice test......students can use their own scratch paper to work out answers.
- Tutors are encouraged to work on handouts together, but everyone should really do their own copying.
- Make enough copies for your enrolled students plus only a few extra. You are not responsible for giving a handout to every person in the course!
- Try to pass out MOST materials during regular tutorial sessions instead of having students pick them up later or distributing them at a review session.
- If you need to leave handouts for students to pick up, use the Handout Rack located on the wall between Bio/Chem Drop-in (SRB 3274) and the main office (SRB 3210).
- Handouts left in the rack MUST be properly labeled. Write YOUR NAME, the COURSE & the PROFESSOR’S name on the TOP of the FRONT page.

ADVICE FOR NEW TUTORS

Suggestions for the first-time tutor from CLAS tutors past & present:

- "Be organized, patient and most of all make sure you know the material."
- "Have fun! Be enthusiastic and it will reflect in your students' attitudes"
- "Being prepared is the key to a good tutoring session. If you aren't prepared then your nerves will get the best of you."
- "Try not to be nervous. Use lots of practice problems. Make the students try them and then go over them."
- "You will gain confidence as the year progresses and soon you will be very comfortable in front of large groups."
- "Be genuine."
- "Try to make your group interactive from day one!"
- "Always keep the student's level of understanding in mind, the professors pretty much speak a different language then them and it is your job to translate so that it makes sense."
- "Don't be afraid to say you don't know the answer."
- "Try to put yourself in the student's shoes to determine what they find confusing and make sure you cover it in groups."
- "It is more important to cover a few things very well than a lot of topics really shabbily. If you don't finish everything you can always make a handout & pass it out later."
- "Relax. Be yourself."
- "Let your nerd flag fly!"
When you want to hold a review session here are some things to remember

**ROOM RESERVATION:**
- Use the white form provided in the mailbox area.
- Be sure to submit the completed form to Amy at least a week in advance at SRB 3248.
- Include the name of the professor of the course you are tutoring on the request form.
- You will be notified via e-mail when your request has been filled.
- Pick up your confirmation sheet from the mailbox area and take it to your review. Check your confirmation for any potential changes made by Campus Scheduling.
- Note: The confirmation sheet also has contact information if your classroom is locked.
- Let Amy know immediately if you change or cancel your review.

*Note:* The University is closed on official holidays, so requests for holidays are not allowed.

**POSTING REVIEW INFORMATION:** Announce review time & place during regular tutorial sessions if possible. Your coordinator can help you with e-mailing as necessary. A log of review session information is kept at the CLAS main desk, SRB 3210.

**REVIEW SESSION LENGTH:** Review should last no longer than 2 hours for a midterm review and 3 hours for a final review maximum.

**ATTENDANCE:** Tutors pass out & collect individual attendance slips to students at the review. This data is transferred onto the GREEN review session timesheets and turned in to coordinators. Envelopes are available to collect and carry attendance slips. Return all used & unused slips.

**CONTENT:** A typical review should include a mixture of summarizing core concepts and working representative problems along with time for questions. Encourage participation! Have a problem set, quiz &/or topic outline that covers main problems & principles. *Do not try to cover every detail from lecture!*
An old, but powerful teaching tactic for fostering critical thinking is the Socratic Method. The focus of this model is on asking questions, not giving answers.

Using questioning as a teaching tool enhances the students learning by:

- Reinforcing understanding
- Correcting misunderstanding
- Providing feedback

When applying the Socratic Method the questioner should:

- Keep the discussion focused & stimulate discussion with probing questions
- Periodically summarize what has and has not been dealt with or resolved
- Draw as many students as possible into the discussion

Asking questions promotes participation in the pursuit of knowledge, but the wrong approach can hamper this.

Some blocks to effective questioning include the following poor question types:

- Yes/no questions (be more specific)
- Ambiguous questions (be clear, not rambling)
- Leading or railroading questions
- Compound questions with too many factors at once (ask one straightforward question at a time)

Other blocks to effective questioning & interaction include:

- Not allowing students sufficient time to process the question asked (use “Wait-time” which is allowing at least 5-10 seconds for students to respond. Harder questions may require longer wait-time)
- Acknowledging correct answers too quickly and ending contemplation of the question for the rest of the group (ask for other responses, redirect the question to another student, ask others to build on previous comments)
- Not acknowledging responses and dignifying errors (you want to emphasize that making errors is not a reflection of self worth and that making mistakes is a valuable part of the learning process)

In general a questioner will want to employ the following during the course of the session to encourage participation:

- Acknowledge all responses as a contribution regardless of accuracy (Make sure each student comment is greeted with some gesture: a smile, a nod, or something verbal such as “good” or “I see what you mean”)
- Show that you are pleased when you get a response…any response
- Look for chances to give positive feedback and praise
- Guide the student toward the correct answer (don’t just point out incorrectness)
- Look for chances to refer back to earlier answers & contributions and weave them into the current discussion
- Make sure complete correct answers are eventually provided
How the questioner proceeds with the discussion of course depends on the responses given by students. Note the following situations and techniques.

When students provide right answers during discussion keep in mind the following:
- A right answer must be correct and complete
- If the student is fishing for an answer, get a commitment before you respond
- It’s appropriate to praise students for correct answers (be sincere!)

When students provide the wrong answers be sure to do the following:
- Correct student’s work without being discouraging
- Never make fun of any answer
- Resist the urge to respond to errors by saying ”No” or ”Wrong” (this can discourage participation and squelch enthusiasm; focus on what is needed rather than what is lacking)
- Give clues and hints to help lead the student to discover the answer
- If the answer is partially right, but incomplete, redirect the question to other students to build on the initial answer
- Dignify an erroneous response by indicating what question the answer is correct for and then clarify why it is not correct for the question you asked (”That would be correct if X were true, but this is different because of Y” or ”I can see why you might think that because the terms are easy to confuse, but keep in mind we are talking about Z right now”)

If students don’t answer at all you can try the following:
- Calmly ask the question again. Be encouraging
- Give a hint &/or ask a different question that will lead to the same answer
- Don’t make an issue of the resistance to answer (be patient, but persistent)
- Have students think out loud or look up answers rather than say or do nothing

SUGGESTIONS FOR TEACHING PROBLEM SOLVING

Many of the math & science courses tutored at CLAS are problem based, so here are some guidelines for dealing with problem solving:
- When setting up a problem explain why it is interesting or important
- Teach students to derive formulas & identify their parts
- Use a step by step approach by asking small questions along the way to solving
- Ask students to state a proposed method for solving the problem rather than just the solution (e.g. ask ”How should I start this problem?” rather than ”What’s the answer?”
- Encourage students to imagine ways of solving the problem before you begin to work the solution together
- Try solving the problem in two different ways
- Allow sufficient practice: Let students try problems on their own as a follow-up to ones that you’ve solved together on the board
HOW TO PREPARE FOR YOUR TUTORIAL GROUP:

- **ATTEND LECTURES!** Take notes during lecture on what the main new ideas are. Look for notation and listen for vocabulary that may need further explanation. Be consistent with the professor. If you are going to change something be prepared to explain why. After lecture think of your objectives for the next group meeting and think of some example problems that will help you achieve your objectives.

- **VISUALS!** Think of what drawings, diagrams or other visuals will help convey the information. Bring props if you have any. Molecular models are extremely helpful for some of the Chemistry topics.

- **CREATE!** Don’t be afraid to be creative. Think up analogies, mnemonics and every day examples & applications to illustrate concepts and problems.

- **THINK ON YOUR FEET!** Plan ahead, be prepared, but also be ready to improvise. Organization & preparation are important, but just because you spent a lot of time preparing something doesn’t mean you have to use it……if it’s not going well be flexible and improvise as needed.

FIVE BASIC COMPONENTS OF A LESSON:

- **MOTIVATION:** Why are we learning this? Why did you choose to cover this particular topic? What is the “big picture”?

- **OBJECTIVES:** What are the goals for today’s lesson? How will you achieve them and how will you know you have achieved them?

- **GUIDED PRACTICE:** This is the actual teaching part where you attempt to reach your objectives. Keep in mind different learning styles; know your audience and try to keep them engaged. Go at the students’ pace.

- **INDEPENDENT PRACTICE:** This is where students try the material on their own. It allows you to assess how well you achieved your objectives.

- **CLOSURE:** Re-state your objectives and point out where students were successful and what they still need to work on. Indicate what topics will be covered next time.

**Note:** You may find it helpful to start with a brief review of material from your last meeting or a “warm-up” activity that helps you review or assess your student’s needs and background……this also lets students get started while you take roll!
How do students learn? Here’s a visual breakdown of what is generally retained:

Note that active modes are the most beneficial. Tutors should also be aware of the different Learning Styles that individual students may prefer.

In general it is best to have a well-rounded tutorial presentation incorporating multiple styles: Say it, write it on the board, diagram it and demonstrate it!
Please note:
- Tutors teaching CLAS group tutorials are evaluated by their students once per quarter
- Evaluations are distributed approximately week 8 of the quarter
- Evaluation questions & format are shown below

1. Please rate your Tutor in the following areas using the scale indicated below:

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<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Inadequate</th>
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<tbody>
<tr>
<td>a) Expertise and knowledge of subject matter</td>
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<td>b) Ability to present the material in a clear and well-organized manner</td>
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<td>c) Level of preparedness for tutorial sessions</td>
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<td>d) Punctuality &amp; the ability to start and end sessions on time</td>
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<td>e) Efficient &amp; appropriate usage of allotted class time</td>
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<tr>
<td>f) Ability to allow for student participation</td>
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2. How would you rate the overall effectiveness of your tutorial sessions?

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3. Please add any comments you would like to make about your tutorial or the Tutorial Program in general
## CLAS SRB LOCATIONS SUMMARY

### WHERE DO I FIND.......  RIGHT HERE!

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<tr>
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<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Rosters/Timesheets</td>
<td>From Dan</td>
</tr>
<tr>
<td>Chalk, Markers, Erasers, etc.</td>
<td>SRB 3210</td>
</tr>
<tr>
<td>Answers about Tutor Paychecks</td>
<td>From Martha</td>
</tr>
<tr>
<td>Answers about Hiring Procedures</td>
<td>SRB 3223</td>
</tr>
<tr>
<td>Blank Individual Timesheets</td>
<td>Tutor Lounge</td>
</tr>
<tr>
<td>Blank Group Timesheets</td>
<td>(SRB 3247)</td>
</tr>
<tr>
<td>Review Session Room Request Forms</td>
<td>Tutor Lounge</td>
</tr>
<tr>
<td>Review Session Attendance Slips</td>
<td>(SRB 3247)</td>
</tr>
<tr>
<td>Review Session Timesheets</td>
<td></td>
</tr>
<tr>
<td>Cancellation Forms</td>
<td></td>
</tr>
<tr>
<td>Kitchen: Fridge &amp; Microwave</td>
<td>Tutor Lounge</td>
</tr>
<tr>
<td>Water cooler</td>
<td></td>
</tr>
<tr>
<td>Staff and Tutor Mailboxes</td>
<td>SRB 3247</td>
</tr>
<tr>
<td>Kronos computer station</td>
<td></td>
</tr>
<tr>
<td>Safety Bulletin Board</td>
<td></td>
</tr>
<tr>
<td>Review Session Request Submission Site</td>
<td>Amy’s Office</td>
</tr>
<tr>
<td>Bio-Chem Cancellation Form Submission</td>
<td>SRB 3248</td>
</tr>
<tr>
<td>Bio-Chem Timesheet turn-in location</td>
<td></td>
</tr>
<tr>
<td>Math-Phys-Econ-Stats Cancellation Form Submission</td>
<td>Calvin’s Office</td>
</tr>
<tr>
<td>Math-Phys-Econ-Stats Timesheet turn-in location</td>
<td>SRB 3252</td>
</tr>
<tr>
<td>Math-Physics-Engineering Drop-in</td>
<td>SRB 3263</td>
</tr>
<tr>
<td>Bio-Chem Drop-in</td>
<td>SRB 3274</td>
</tr>
<tr>
<td>Econ-Stats Drop-in</td>
<td>SRB 3255</td>
</tr>
<tr>
<td>Writing &amp; Foreign Language Services</td>
<td>SRB 3231</td>
</tr>
<tr>
<td>Tutorial Classrooms:</td>
<td></td>
</tr>
<tr>
<td>SRB 3270-3278 (in main hallway between elevator &amp; writing services)</td>
<td></td>
</tr>
<tr>
<td>SRB 3122 (across atrium, near Gender Diversity Center)</td>
<td></td>
</tr>
<tr>
<td>SRB 3264 (near Math-Science Drop-in)</td>
<td></td>
</tr>
<tr>
<td>SRB 3210E (behind the CLAS front desk)</td>
<td></td>
</tr>
</tbody>
</table>