

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Instructional Guideline
Intervention Tutor

Course Number	3167
Department	Elective
Length of Course	One (1) trimester
Grade Level	7 th grade – third trimester and 8 th grade
Pre-Requisites	Teacher Recommendation 3.5 Grade Point Average One (1) week orientation prior to assignment
Credit	Elective
Board Approval	May 19, 2011

Description of Course – Working under the direction and supervision of a core teacher, students selected to be intervention tutors will peer-tutor and assist students in the core class to which they are assigned. Intervention Tutors will be graded in this course based on teacher observation, adherence to protocols learned, and the maintenance of a daily log indicating the number of students tutored and the nature of support provided. Prior to the assignment in the classroom, students will receive instruction from certificated teachers to establish their role as an instructional tutor and to set guidelines on how to be an effective tutor.

Rationale for Course – This course provides students while acting as intervention tutors an opportunity to take a leadership role. It also provides struggling students another avenue of support at the moment they experience difficulty, giving them feedback and error correction immediately and more frequently. This course supports the academic success of all students, and it encourages the intervention tutor to interact positively with their peers, which will improve the climate of the classroom and the school, while improving student achievement.

Standard 1 – Students understand intervention tutor expectations.

1.1 Objective: To model acceptable school behavior.

1.1.1 Performance Indicator: Students acting as intervention tutors will model appropriate classroom behavior, such as being on time, being prepared, and attending to the task at hand.

1.2 Objective: To assist other students to improve their basic academic and study skills.

1.2.1 Performance Indicator: Intervention tutors will model and reinforce effective study skills, and share study techniques, such as beginning, focusing, organizing, revising, and producing a final project.

1.3 Objective: Document tutoring interactions with students assisted.

1.3.1 Performance Indicator: Intervention tutors will maintain a daily log of tutoring interactions with students they assist.

Standard 2 – Students understand intervention tutor commitments.

2.1 Objective: To guide students to develop personal responsibility for their own learning by introducing strategies they can use independently.

2.1.1 Performance Indicator: Intervention tutors will create self-monitoring templates to help students work responsibly and independently.

2.1.2 Performance Indicator: Intervention tutors will monitor student materials weekly, including binders, agendas, class and textbook notes, and logs to assist students in becoming organized and successful.

2.1.3 Performance Indicator: Intervention tutors will share knowledge of textbooks and teacher expectations to assist students in individual subject areas.

Standard 3 – Students help other students to be successful learners.

3.1 Objective: To assist students who are not academically successful.

3.1.1 Performance Indicator: Intervention tutors will document assistance given in a daily log in the following areas: note-taking strategies, the writing process (brainstorming, drafts, revision, and editing for a final product), meeting deadlines, using school resources, and planning long and short term projects.

3.1.2 Performance Indicator: Intervention tutors will communicate frequently and honestly with the classroom teacher regarding student progress and areas of concern.

3.1.3 Performance Indicator: Intervention tutors will be able to work with students in different phases of the writing process such as brainstorming, clustering, read arounds, revisions, and editing.

3.1.4 Performance Indicator: Intervention tutors will be able to review and model Cornell notes and other graphic organizers.