

CAPSA Missions

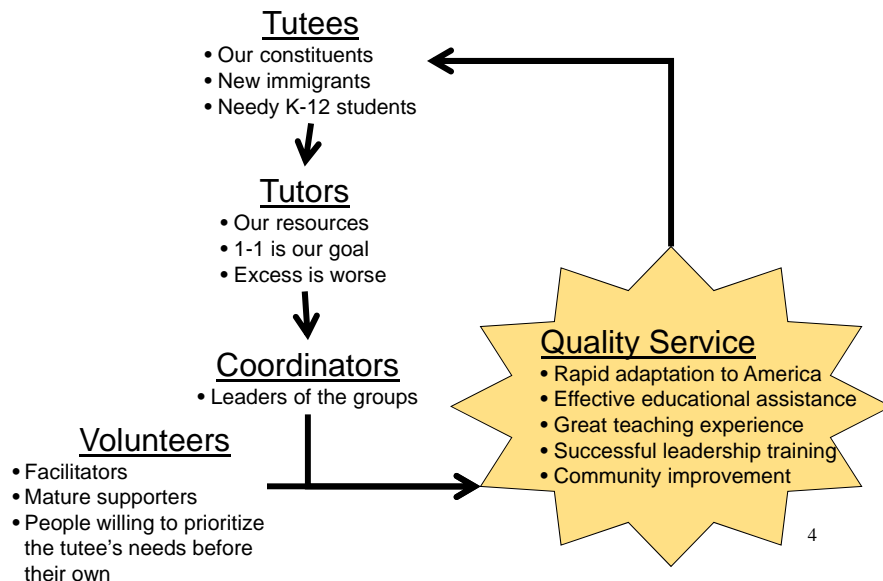
- * To present educational issues and needs to Montgomery County Public Schools, Maryland (MCPS)
- * To promote cross-cultural understanding in Montgomery County, Maryland
- * To mobilize and utilize resources to enhance the multi-cultural environment in MCPS and Montgomery County
- * To provide assistance to new immigrant and needy families in adjusting their lives to the Montgomery County educational system

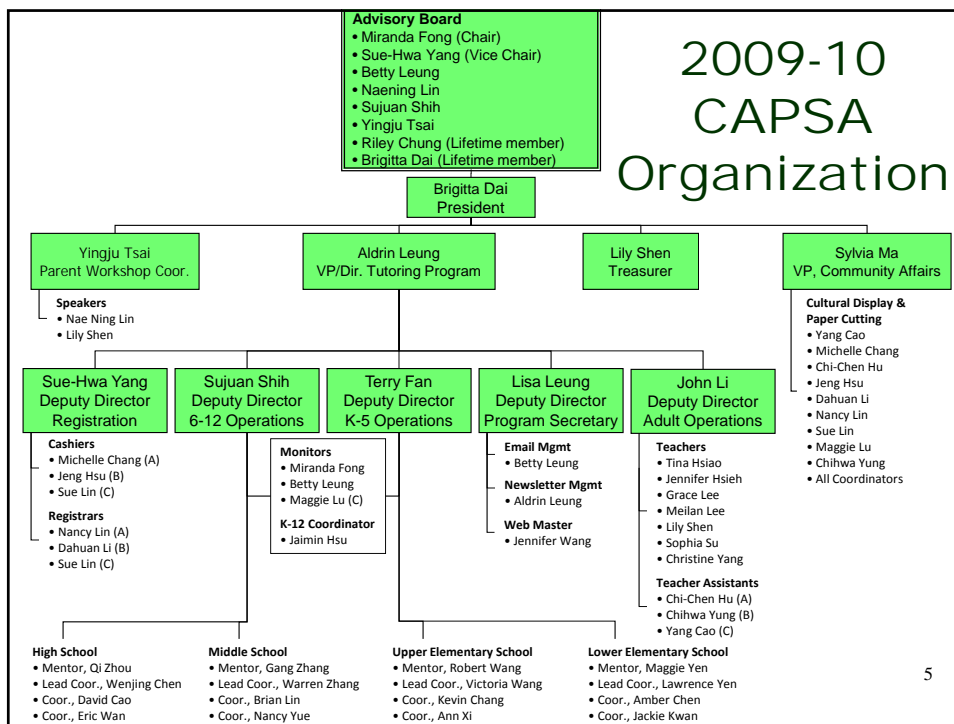
Tutoring Program Missions

- * Provide tutoring services to new immigrants and other needy students
- * Share experiences with new immigrant families in Montgomery County in adjusting to the society
- * Provide community service and leadership opportunities to qualified high and middle school students
- * Extend services to adults through English classes
- * Present educational issues and needs to Montgomery County Public Schools

3

Attaining our missions



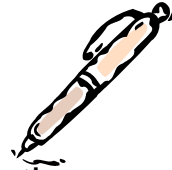


Attendance!!

- * **BE ON TIME!**
- * **Arrival time:**
 - Coordinators: **9:50am**
 - Tutors & tutees: **10:00am**
- * **If unable to come...please call as soon as possible**
 - HS Group – Wenjing Chen –
(301) 251-5732 or wenjingchen1229@gmail.com
 - MS Group – Warren Zhang
(301) 529-0230 or warren.zhang117@gmail.com
 - Upper ES Group – Victoria Wang –
(301) 469-6868 or victoria.w.wang@gmail.com
 - Lower ES Group – Lawrence Yen –
(301) 251-9235 or law.yen10@yahoo.com
 - Emergency – Aldrin Leung – (240) 505-6988
- * Check www.capsa-mc.org for announcements

6

Let the day begin!



- * Sign in at your tutoring group area in the sign in book labeled for tutors (Be honest about the sign-in time!)
- * Go to your assigned seat and find your tutee. Don't wait for them to find you.
- * If there is a problem with a tutor-tutee pairing, please contact a coordinator as soon as possible.
- * Tutors should not do their own homework or socialize with friends during this time! It is dedicated to addressing the tutee's needs.

7

Do's and Don't's...

- * Please **do**
 - Communicate with and understand your tutee
 - Be patient with your tutee's request
 - Teach them to the best of your abilities
 - * Find a teaching pattern or style that works best with your tutee
 - * Relate to him or her
 - Provide teaching materials if needed (Many in the CAPSA boxes **or** bring some from home)
 - * Books
 - * Magazines
 - * Worksheets
 - * Material copied from workbooks
 - Ask coordinators for help



8

Do's and Don't's... (cont'd)

* Please

- **Do Not** socialize with your friends
- **Do Not** eat your breakfast while tutoring
- **Do Not** bring outside homework to do or books to read
- **Do Not** play with your cell phone, listen to music, or use any other electronic devices while tutoring
- **DO NOT** DISTRACT OTHER TUTOR-TUTEE PAIRS
 - * Do not sit next to your friends while tutoring if you feel like you will be distracted and stop focusing on teaching your tutee (Be responsible and mature!).
- **DO NOT** do all your tutee's homework and not let them do any thinking or work of his/her own.



9

ABCs of tutoring



- * **A**ssist with completing their schoolwork
- * **B**e aware of your students' abilities
- * **C**ultural problems? Try to understand them!
- * **D**evelop their English skills (read the Teaching Skills Sheet to get an idea of important skills)
- * **E**valuate which subjects need more help and find books and worksheets to improve them during the tutoring session
- * **F**inish the day by assigning a little homework (A copy machine is available to make copies of books or workbooks)
- * **G**ive praise and motivate your tutee!

10

Basics

- * Tutee needs to be able to reveal personal information
 - Name, Age, Address, Telephone Number, and Name of School
- * Build confidence
- * Generate rapport with chats
 - Normal daily life
 - School activities
 - Differences in culture
- * Constantly interact with the tutee even when they are working on problems



11

Reading...

- * Begin with a topic of interest
 - Ask tutee about his/her week, hobbies, academic problems, etc...
- * Read books that are challenging for the tutee but not frustrating
- * Encourage reading out loud
- * Give a stopping point if unable to finish a chapter so tutee are not discouraged
- * Read some background information
 - Correct pronunciation minimally to build confidence
 - Pick out vocabulary words
 - * Explain them
 - * Have them use the words in a new sentence



12

Discussing...



- * Discuss the reading and include some relevant firsthand experience
 - Use the wh-questions (who, what, when, why & where) to stimulate the discussion
 - * Also try to stimulate discussions by relating the questions to their own lives or ask them to give an example of the main idea/topic of the story, if applicable.
 - Ask for summary
- * Encourage them to apply new vocabulary
- * Encourage them to speak in English

13

Writing!

- * Formulate the discussion into a piece of writing
- * Practice brainstorming and outlining to create organized writing pieces
- * Feedback should first focus on the content and then on its form and the way it was written/organized
- * Grammar and spelling should not be fixed until after the tutees have experienced the thrill of uninhibited writing
- * Have the tutee rewrite the corrected composition as homework



14

Quality Improving...

- * Goals:
 - Rapid adaptation to America
 - Effective educational assistance
- * Gauge students' continuous growth
- * Set high expectations – new immigrants and ESOL students are capable
- * Leverage stimulating strategies to meet this demand

15

Resources Available:

- * Other tutors & coordinators
- * Large collection of storybooks & novels
- * Collection of workbooks & worksheets
- * Textbooks and dictionaries
- * Don't be fooled by the covers!

16

At the end of the day...



- * Fill out tutor and tutee records **completely**
(Tutee records may be treated as informal report cards to parents)
- * Return the records and name placards to coordinators
- * Continue tutoring **until** the bell rings
 - If tutee is finished with his/her homework, go get a reading book from the program at an appropriate level for your tutee and work on new work from there.
- * Help coordinators clean up and put away books
(Don't leave books laying around, throw away trash and napkins from the snack, put away pencils, pens, crayons, etc.)

17

Important Dates

- * Dec 5, 2009 – Complete MCPS SSL form
- * Dec 12, 2009 – 1st tutor and tutee evaluation
- * Dec 19, 2009 – Holiday Party 11:00 am -12:30 pm
- * Mar 20, 2010 – 2nd tutor and tutee evaluation
- * April 10, 2010 – Deadline for coordinator application
- * April 10, 2010 – Deadline for Carol Chen Memorial Essay Contest
- * May 8, 2010 – Complete MCPS SSL form
- * May 22, 2010 – Annual award ceremony, 11:00 am – 12:30 pm
 - Outstanding tutor award
 - Perfect attendance award
- * July 2010 – Deadline for 2010-11 tutor pre-registration
- * 3rd Saturday of each month (except Dec & May) – CAPSA Parent Workshop

18

Remember:

- * Be Responsible!
- * Use your common sense! If you don't know something...ASK a coordinator or adult volunteer!
- * Read the Tutor Guidelines and Skills Sheet to improve your teaching skills! Remember, your goal is to help your tutee!
- * Tell your lead coordinator if there is any change in phone number/email address so they can easily contact you when anything comes up.
- * You're the key to helping your tutee!

www.capsa-mc.org
info@capsa-mc.org

Thank you for listening 😊

19