



**College Reading & Learning Association**  
Reading • Learning • Persistence • Developmental • Assessment • Tutoring • Mentoring  
Showing the best for student success

## International Tutor Program Certification

- Getting the Basics -



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### Getting the Basics

- Introductions
- Learning Outcomes
- History of tutoring & tutor training
- Benefits to certified programs
- What's involved
- How do I get started
- Tips for a good application

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### ITPC REVIEWERS



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## Learning Outcomes

Participants will be able to...

- State some of the historical foundations of tutoring & tutor training
- Identify some current or potential benefits to their program being certified by ITPC
- List what is needed for certification and where they are in the process
- State what application process insights they have gained as a result of this session

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## History of Tutor Training

### Harvard University



When Harvard opened its doors in 1636 as America's first college, many of its incoming students were not yet proficient in Latin. Harvard provided tutors to help these students acquire the proficiency needed to succeed.

Van, B. (1992). College learning assistance programs: Ingredients for success. *Journal of College Reading and Learning*, 24(2), 27-39.

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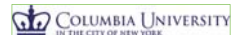
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## History of Tutor Training

In 1907, over half of the beginning students at Yale, Harvard, Princeton, and Columbia failed to meet entrance requirements.

Dr. Maxwell attributed this to their fierce competition for students.



Maxwell, M. (1979). *Improving student learning skills: A comprehensive guide to successful practices and programs for increasing the performance of underprepared students*. San Francisco: Jossey-Bass.

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## History of Tutor Training

### Learning Assistance Centers

In California in 1972:

"a facility...where learners, learner data, and learning facilitators are interwoven into a sequential, cybernetic, individualized, people-oriented system to service all students (learners) and faculty (learner facilitators) of any institution for whom learning by students is important."

This innovation changed the goals and focus of tutorial support at colleges and universities. Instead of providing services to special populations only (as a stigma, focusing only on weaknesses), this innovation expanded tutorial and other instructional support services to all, including the staff, faculty, and administration of the college or university.

Christ, F. L. (1980). Learning assistance at a state university: A cybernetic model. In K. V. Lauridsen (Ed.), *New directions for college learning assistance: Examining the scope of learning centers* (pp. 45-56). San Francisco: Jossey-Bass.

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## History of Tutor Training

### Peer Tutoring

Roueche (1983), in a national study on elements of success in institutions of higher education, stated that one of the components of the success of basic skill development programs for colleges and universities was the use of peer tutors.



Roueche, S. D. (1983). Elements of program success: Report of a national study. In J. E. Roueche (Ed.), *New directions for college learning assistance: A new look at successful programs* (pp. 3-10). San Francisco: Jossey-Bass.

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## HISTORY of Tutor Training



In March 1989, CRLA created a peer volunteer review process:

### International Tutor Program Certification

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## HISTORY of Tutor Training

National Center for Developmental Education

<http://www.ncde.appstate.edu/index.htm>



In 1992, the National Center for Developmental Education at Appalachian State University completed a follow-up study of over 6000 students enrolled in basic skill development classes nationwide.

The study cited that "tutor training is the best programmatic predictor of successful college developmental education [basic skill development] programs" (Maxwell, 1993).

Maxwell, M. (1993). *Evaluating academic skills programs: A sourcebook*. Kensington, MD: M. M. Associates.

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## HISTORY of Tutor Training

Journal of Developmental Education article  
"Program Components and their  
Relationship to Student Performance"



[http://www.ncde.appstate.edu/resources/reports/documents/program\\_components.html](http://www.ncde.appstate.edu/resources/reports/documents/program_components.html)

In 1997, Hunter Boylan, Leonard Bliss, and Barbara Bonham identified the following:

"...centralized [or well-coordinated administrative] structure, tutoring with tutor training, and ongoing and systemic program evaluation are related to more [student] success variables than others."

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## HISTORY of Tutor Training



<http://www.crla.net/>

20 Years after its inception, ITPC has...

- certified more than 1200 programs
- more than 800 programs currently
- certified reviewers

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## Benefits / Endorsements

Membership not required for tutor program certification



**CLADEA**  
Association of College Reading & Learning Associations

[www.cladea.net](http://www.cladea.net)

 <p><b>Association for the Tutoring Profession</b> <a href="http://www.atp.org">www.atp.org</a> Jack Truschel East Stroudsburg University East Stroudsburg, PA <a href="mailto:Jack.Truschel@esu.edu">Jack.Truschel@esu.edu</a></p>	 <p><b>College Reading &amp; Learning Association</b> <a href="http://www.crla.net">www.crla.net</a> Ann Wolf Cengage Learning Faculty <a href="mailto:anwolf@crla.net">anwolf@crla.net</a></p>	 <p><b>National Association for Developmental Education</b> <a href="http://www.nade.org">www.nade.org</a> Karen Patty-Graham Southern Illinois University Edwardsville, IL, retired 4 Wiltshire Court Edwardsville, IL <a href="mailto:kpatty@siue.edu">kpatty@siue.edu</a></p>	 <p><b>National Center for Developmental Education</b> <a href="http://www.ncede.org">www.ncede.org</a> Hunter Boylan Appalachian State University Boone, North Carolina <a href="mailto:boylanhr@appstate.edu">boylanhr@appstate.edu</a></p>	 <p><b>National College Learning Center Association</b> <a href="http://www.nclca.org">www.nclca.org</a> Alan Craig Georgia Perimeter College Dunwoody, GA <a href="mailto:Alan.Craig@spc.edu">Alan.Craig@spc.edu</a></p>
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## Benefits of Certification

Provides program recognition, credibility, and validation.

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## Benefits of Certification

Sets standards for training of tutors.

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**Benefits of Certification**

Provides levels to recognize experience and training.

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**Benefits of Certification**

Member of a community of 800+ programs.

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**Benefits of Certification**

Build and maintain program overview, history, and statistics.

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### Benefits of Certification

Opportunities to share best practices and revise program

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### 3 Stages of Program Certification

1<sup>st</sup> Stage  
New Certification  
1 Year

2<sup>nd</sup> Stage  
Reflection & Renewal  
Certification  
3 Years

3<sup>rd</sup> Stage  
Re-Certification  
every 5 Years

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### What's Involved

- CRLA Certified Tutor, Level 1
- CRLA Certified Advanced Tutor, Level 2
- CRLA Certified Master Tutor, Level 3

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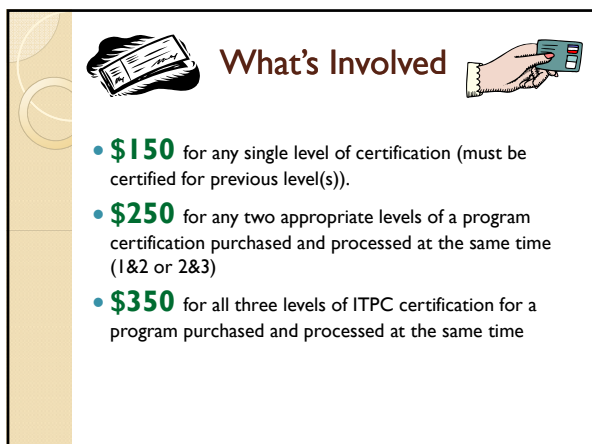
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**What's Involved**

- **\$150** for any single level of certification (must be certified for previous level(s)).
- **\$250** for any two appropriate levels of a program certification purchased and processed at the same time (1&2 or 2&3)
- **\$350** for all three levels of ITPC certification for a program purchased and processed at the same time

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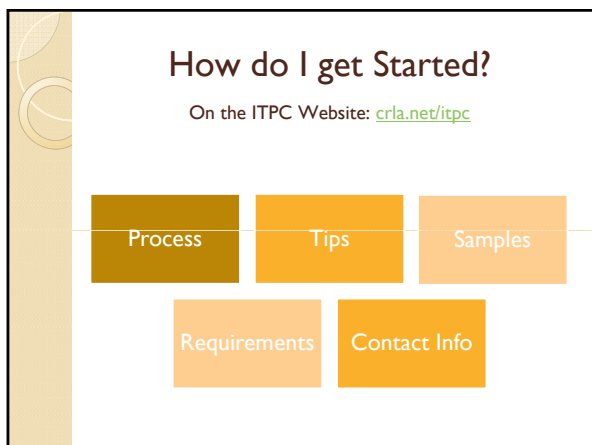
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**How do I get Started?**

On the ITPC Website: [crla.net/itpc](http://crla.net/itpc)

Process   Tips   Samples

Requirements   Contact Info

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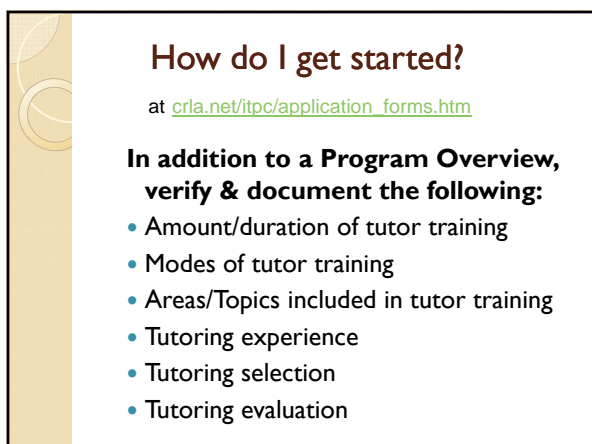
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**How do I get started?**

at [crla.net/itpc/application\\_forms.htm](http://crla.net/itpc/application_forms.htm)

**In addition to a Program Overview, verify & document the following:**

- Amount/duration of tutor training
- Modes of tutor training
- Areas/Topics included in tutor training
- Tutoring experience
- Tutoring selection
- Tutoring evaluation

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### Tips for a good application

- Read the directions
- Show how you meet the requirements
- Get any questions answered first
- Get it organized
- Follow the directions

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### Application Samples

[http://www.crla.net/itpc/application\\_samples.htm](http://www.crla.net/itpc/application_samples.htm)

Two outstanding application samples provide some organization suggestions.

In addition programs of other highly-rated ITPC application packets agreed to allow us to share their applications with you.

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**College Reading & Learning Association**  
Reading - Learning - Advancing - Development - Growth - Training - Sharing  
Ensuring the best for student success

## International Tutor Program Certification

- Getting the Basics -



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**College Reading & Learning Association**  
Reading • Learning • Persistence • Developmental • Assessment • Tutoring • Coaching  
Showing the best for student success

## International Tutor Program Certification

- Moving Beyond the Basics-



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### Moving Beyond the Basics - PM

- Learning Outcomes
- ITPC Application Guide
- Issues & Concerns
- Models & Samples
- Tips/Insights from the Reviewers

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### Learning Outcomes

Participants will be able to...

- Identify what is needed for verification
- How to organize their application documents
- List what is needed for certification and where they are in the process
- State what application process insights they have gained as a result of this session

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**CRLA Certification**

ITPC Application Guide

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**How to get started**

- All of the hard work that has been completed to build a training program is very important and it should be showcased to the best advantage.
- By presenting documents in a uniform way, the reviewers will have a better sense of the program and they will be able to complete their task much faster.

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**The documents needed**

- Remember, CRLA wants to see samples of the documents that are in place to help manage the department, so please include those documents.

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## Presenting the documents

- As documents are compiled, it is a good idea to have a plan for presentation.
- Divide documents according to what they present:  
(when submitting your application, these can be sent as separate emails with headers—and will have separate folders (if these are larger than 20MB, they can be sent as p1a, p1b, etc)):
  - P1. Administrative files
  - P2. Level 1 Training documents
  - P3. Level 2 Training documents
  - P3. Level 3 Training documents

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## The Folders with Labels

-  • Administrative Files
-  • Level 1 documentation
-  • Level 2 Documentation
-  • Level 3 Documentation

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- ☐ Gathering the required files into these 4 folders will help organize the documents and provide easy access for the reviewers.
- ☐ Once the files are added into the correct folder, the folders can be sent to CRLA to begin the certification process.

Now, a look at the required documents.

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## Administrative files folder

The list on the right is not a comprehensive list.

Some programs might have more documents to include in this folder.

- ☐ The completed Application
- ☐ Hiring documents (application)
- ☐ Faculty letters/requests for referrals
- ☐ Tests applicants might be given (if any)
- ☐ Tutor Handbook
- ☐ Documentation of training hours
- ☐ Documentation of student contact hours
- ☐ Formal/informal evaluations
- ☐ Training evaluation form(s)
- ☐ Documentation of modes of training (PowerPoint presentations, workshop, lecture notes, online discussions, websites, etc)

*Please note: all books, websites, DVD and Video series must be identified using MLA or APA documentation format*

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## Level I Training Folder

This folder will contain samples of the training conducted to meet the requirements for Level I training. A minimum of 8 of the following should be covered in level I.

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## Level I Topics

Definition of tutoring and tutor responsibilities	Setting goals / Planning
Basic tutoring guidelines / Tutoring do's / Tutoring don'ts	Active listening and paraphrasing
Techniques for successfully beginning and ending a tutor session	Communication skills
Adult learners / Learning theory / Learning styles	Referral skills
Assertiveness / Handling difficult students	Study skills
Role modeling	Critical thinking skills
	Compliance with the ethics and philosophy of the tutor program / Sexual harassment / Plagiarism
	Modeling problem solving
	Other (please specify)

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### Level 2 Training Folder

This folder will contain samples of the training conducted to meet the requirements for Level 2 training.

In addition to reviewing the topics covered in Level 1, a minimum of four (4) of the following topics should be covered in Level 2 training. The exact amount of time devoted to each topic may vary.

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### Level 2 Topics

- Use of probing questions
- Brain Dominance Learning
- Cultural Awareness and inter-cultural communications / Diversity
- Identifying and using resources
- Tutoring in specific skill/subject areas
- Assessing or Changing Study Behaviors
- Other (please specify)

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### Level 3 Training Folder

This folder will contain samples of the training conducted to meet the requirements for Level 3 training.

In addition to reviewing the topics covered in Level 1 and 2 a minimum of four (4) of the following topics should be covered in Level 3 training. The exact amount of time devoted to each topic may vary.

*For level 3 certification, tutors must have completed Level 1 & 2 certification requirements.*

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### Level 3 Topics

- Self-regulated Learning/ Brain Learning/ Memory
- How to tutor/deal with Target Populations
- The role of Learning Centers in Higher Education
- Structuring the learning experience
- Training and supervising other tutors (supervisory skills)
- Group management skills (group interaction and group dynamics)
- Other (please specify)

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### Please Remember!

Compliance with federal copyright law is expected of all CRLA-ITPC programs.

*It is our legal and ethical responsibility to give authorship credit for all materials we use in the classroom and for tutor and mentor training. Additionally, it is our legal and ethical responsibility to purchase (or have students purchase) copyrighted materials. Programs found to be in violation of copyright law will lose their certification.*

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*The CRLA-ITPC reviewers look forward to reviewing your materials and to certifying your institution's tutor program.*

*To that end, the reviewers will work with programs to tie up any loose ends to make sure that your program joins the ever-growing list of international tutoring programs that recognize the importance of training, ethics and unity.*

*Good Luck!*

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