

Florida A&M University Writing Resource Center Tutor Training Program

Program Description:

The FAMU Writing Resource Center's (WRC's) Tutor Training Program is a hands-on, process-oriented curriculum that is designed to foster the professional development of tutors (writing consultants). Through meetings, workshops, journals, readings, evaluations, and actual tutorials, writing consultants will be trained in theories, techniques, and skills that will assist them in better meeting the needs of the Center's clientele.

Participation in the training program is mandatory for those who are hired as WRC tutors. Failure to submit assignments and/or attend training sessions will result in the employee's termination.

Listed below are the program requirements:

I. Training Sessions:

The WRC's training curriculum requires that each Writing Consultant complete twenty hours of training in composition, grammar, and peer-tutoring techniques prior to being assigned any clients. Although the week-long workshop is held in the summer, the schedule may be adjusted for employees who are hired during other semesters. Once tutors have completed the 20 hours, they will be placed on the tutoring schedule and required to attend monthly training sessions.

II. Grammar Diagnostic Test:

To assist the supervisors in determining the employee's level of proficiency with regard to sentence structure, syntax, diction, vocabulary, and grammar usage, Writing Consultants will be given a grammar diagnostic test, which must be administered prior to the employee being assigned any appointments for tutorials.

After reviewing the test results, the Director and/or the Coordinator of Academic Support Services will meet with the consultant to determine a prescribed plan for improvement. Also, specific grammar rules will be covered during training sessions.

III. Journal Entries:

To stay abreast of not only the challenges that occur during tutorials but also the successes, Writing Consultants will complete bi-weekly journal entries. These one-page typed responses may relate to any aspect of the employee's tutoring experiences or readings. Consultants should submit each entry to the Coordinator of Academic Support Services, who will mark the assignment as complete and place it in the *Journal Entries* notebook, located in the tutor corner.

As a means of learning from the experiences of others, all consultants are given access to the notebook and are encouraged to read the submitted entries. In addition, journal responses will be discussed during training sessions.

IV. Peer Observation:

Periodically, Writing Consultants will provide feedback on the approaches and techniques they observe during a tutorial that is conducted by a peer writing consultant. All consultants are asked to be honest and forthcoming in their responses, noting that each observation should assist tutors in recognizing their strengths and improving their weaknesses. The observations must be recorded on the Peer Observation Form and given to the Coordinator of Academic Support Services.

The Coordinator will inform employees when peer observations will take place.

V. Employee Self-Appraisals:

In addition to observing their peers, Writing Consultants will perform self-appraisals, which will enable them to evaluate their own job performance and knowledge of duties as Writing Consultants.

The self-appraisal forms will be distributed, and the due dates will be announced by the Coordinator of Academic Support Services.

VI. Supervisor Observations & Evaluations:

Periodically, WRC supervisors will evaluate Writing Consultants through formal and informal observations. Designed to effectively gauge the Writing Consultant's job performance and knowledge, each formal evaluation will be finalized with a written assessment and a meeting with the supervisor(s). Informal evaluations may occur at any time and will be used to alert consultants of strengths and weaknesses prior to the formal evaluation period.

VII. Organizations and Conferences:

The Writing Resource Center is a member of the Southeastern Writing Center Association (SWCA) and the International Writing Centers Association (IWCA). WRC staff members regularly attend the SWCA Conference, the National Conference on Peer Tutoring in Writing (NCPTW), and the National Council of Teachers of English's (NCTE's) Conference on College Composition and Communication (CCCC). Tutors should familiarize themselves with these organizations and their publications, as well as other resources for writing center tutors and teachers of writing.

Information gained from the above is routinely shared at tutor training sessions and oftentimes implemented into the curriculum.

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