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| Peer Tutor Passport |
| English |
| **Passport #4** |
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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This passport is designed to help you expand your familiarity with TLC resources and policies and develop your skills as a tutor. Please use your non-tutoring time in the TLC to complete this passport within one semester. It is important that you complete the goals in this passport prior to your tutor-evaluation at the end of the semester. Consult with your advisor if you have any questions or difficulties completing any of your goals, and remember to turn it in for review once you have completed all of the goals.

**S.M.A.R.T goals are specific goals that are used to ground your development and help you move forward in a measurable way.**

**S**pecific – A specific goals has a better chance of being achieved. You should be able to answer WHO (is involved); WHAT (do I want to accomplish); WHEN (establish a timeline); WHICH (requirements and constraints); and WHY (purpose or benefits)

**M**easureable – You need to establish solid criteria for measuring progress toward the goal you are setting. You should be able to answer: “How will I know it has been accomplished?”

**A**ttainable – With specific goals that have concrete steps and a timeline, almost any goal is attainable. You will develop the attitudes, abilities, and skills to attain your goals which make seemingly impossible goals become closer and therefore more attainable.

**R**ealistic – Goals need to be realistic in terms of setting an objective that you are both **willing** and **able** to work toward. Don’t confuse an ambitious goal as being unrealistic. Only you can decide just how high your goal should be.

**T**imely – All goals should have a timeline. Goals are more attainable when grounded in a specific timeline. “Someday” is not a timeline. Set a realistic timeline and you have more opportunity to achieve your goal.

**Create your own S.M.A.R.T goal for the semester. Make sure to share your goal with your TLC Advisor** **and ask questions if needed.**

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| **Goal 1** Write your SMART goal here: | |
| In the spaces below, explain how the goal, which you’ve identified above, meets the criteria below: | |
| **Specific** |  |
| **Measureable** |  |
| **Attainable** |  |
| **Realistic** |  |
| **Timely** |  |

**GOAL 2: Create a Resource**

In passports 1 & 2, this goal was about getting used to the resources and offering critical analysis on the TLC’s current offerings.

Building on your growth and experience in the TLC, the objective for this passport is to create your own resource that could be used in the TLC.

Be creative, but remain practical!

**Criteria:**

1. The concept for the resource **MUST** be discussed with an Advisor beforehand
2. The resource should address a need that you’ve noticed at the TLC and either:
   1. Apply to all three TLCs (i.e. a general resource that can be used across campuses), or
   2. Apply to the specific users of your TLC
3. The resource should not duplicate what the TLC already has – if you’re unsure, check with your Advisor.
4. Create the resource with the user in mind. It should be easily accessible and designed to complement our available services (i.e. used during a tutoring session, or to back-up what was done in a tutoring session).
5. Resources must not infringe on GBC’s copyright guidelines, which means that plagiarized resources will not be acceptable.

**GOAL 3: Critically reflect on your tutoring experience and tutoring research**

**Choose 2 articles from the list, or find an article related to tutoring that interests you and discuss with your advisor whether it is an appropriate resource for this goal.**

As you read each article, reflect on the relevance of the ideas in the articles to your past, and future tutoring experiences. (350-500 words per article)

Include the following points in your reflections:

* Identify the title of the article(s), the author(s), and the credentials of the author(s):
* Critically summarize the most important points in the resource.
* Discuss how this article relates to your experiences and development as a tutor.

Choose 2 articles from the following list to read and reflect upon this semester. Links will also be posted in the tutoring resource page on our website.\*

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| Choice | Article Title | Author | Location |
| A | Why Tutoring Matters: The Interaction of a Peer Tutor and a Tutee during Scaffolding | Dr. Cora M. Dzubak | <http://www.myatp.org/wp-content/uploads/2012/06/Synergy-Vol-3-Dzubak.pdf> |
| B | How Tutors Can Help Tutees Improve Their Critical Thinking | Suzanne Forster | <http://hawaii.hawaii.edu/tlc/tutor%20training/critical%20thinking.htm> |
| C | I Just Seem to Be a C Sort of Person | Claire Taylor | <http://eds.a.ebscohost.com/eds/detail/detail?vid=8&sid=bfdf5ec6-750f-4b3b-b088-f2b03a9a9b85%40sessionmgr4004&hid=4111&bdata=JnNpdGU9ZWRzLWxpdmU%3d#db=fth&AN=89512869> |
| D | Peer Educators Responding to Students with Mental health issues | Mark Daddona | <http://eds.b.ebscohost.com/eds/detail/detail?vid=5&sid=bbc29b6d-25e8-422d-98d6-81625f1c9ae3%40sessionmgr115&hid=113&bdata=JnNpdGU9ZWRzLWxpdmU%3d#db=eric&AN=EJ921045> |
| E | Each Called by Name | Eric Hoover & Sara Lipka | <http://eds.b.ebscohost.com/eds/detail/detail?vid=42&sid=b5ae7ef5-444f-4380-a128-1c547d48dcfa%40sessionmgr112&hid=114&bdata=JnNpdGU9ZWRzLWxpdmU%3d#db=rch&AN=88333332> |

\* Please be aware that because these articles are provided through the George Brown Library databases, the links may not work from off-campus locations.

**Part 4: Reflect on your professional future**

Watch one of these videos. Summarize and reflect on how the message of the speaker relates to you, your experiences and your professional ambitions.

TED videos: Graduation… NOW WHAT?

<https://www.ted.com/playlists/158/graduation_now_what>

**Reflect on your experience as a tutor.**

**As a tutor, reflection is often one of your greatest tools.**

**With that in mind what is…**

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| **…your greatest strength as a tutor?** |
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| Why do you consider it your greatest strength? |
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| How do you apply this strength when tutoring? |
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**Now, what is an…**

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| **…area of tutoring where you have improved the most?** |
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| What helped you to develop this skill? |
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| How has it affected your tutoring and how did you get past it? |
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**Congratulations on completing all 10 Passport Goals!**

Please take a moment to help us continue to provide effective tutor skill development and tutoring support by answering the following survey questions:

1. Which goal(s) did you find were most helpful to your skill development?
2. Which goal(s) did you have the most difficulty completing? Why?
3. Which goal took the longest to complete? (Approximately how long in total?)
4. Which goal took the shortest time to complete? (Approximately how long in total?)
5. Do you have any questions about the content of the passports?

Please turn the completed passport in to your TLC Advisor prior to your end-of-term evaluation.

**I’m done; now what?**

If you complete your passport early, and would like to continue developing your tutoring skills during your down-time, please feel free to continue by locating additional tutor resources for our website, locating resources for tutees, and communicate with your advisor about additional tasks that can contribute to the tutoring experience. Please attach any additional work you do to this passport.

**Thank you for all your hard work and dedication!**