



Board/Authority Approved Course Template

Peer Tutoring 10/11/12

North Okanagan Shuswap	School District No. 83
Developed By: Chelsea Prince	Date Developed: January 2018
School Name: Salmon Arm Secondary School – Sullivan Campus	Principal’s Name: Mr. Rob MacAulay
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Peer Tutoring	Grade Level of Course: 10/11/12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

- No course pre-requisites required
- Prior approval of mentor teacher required before signing up for the course

Special Training, Facilities, or Equipment Required:

- Completion of the peer tutoring package, to be turned in to mentor teacher (to be developed by individual schools)

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to a individuals with a variety of needs. Students will develop social and personal responsibility while acquiring skills in communication, interpersonal relationships, coaching, leadership, teamwork, and conflict resolution. Students will work under the supervision of a mentor teacher.

Goals and Rationale:

Goals:

- Promotion of personal and social responsibility
- Development of communication skills
- Growth in leadership ability
- Application of skills in a real-world environment
- Advancement in building and maintaining relationships

Rationale:

The opportunity for a student to be a mentor in a favourite or skilled subject area allows the peer tutor to develop further and deeper knowledge of the course content and to increase self-esteem, self-confidence and organizational skills. Students who may need additional support in socialization experience mentoring and role modelling by the mentor teacher.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - By filling a supportive role within a class, the peer tutor contributes to the wellness of our community as a whole.
- Learning involves patience and time.
 - By helping students with different abilities in a class, peer tutor
- Learning involves exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship:
 - Acting as a peer tutor allows students to form relationships with each other. Allowing older students to mentor younger students contributes to the feeling of connectedness within a building.
- Emphasis on Identity:
 - When students have the opportunity to act in a mentor role, they learn about their own identities. There is also a reflection component of the package students complete.
- Experiential Learning:

- Every day, students will have the opportunity to help other students in their courses, which is the process of learning through doing (experiential learning)

BIG IDEAS

Helping others supports building our own empathy.

Teaching builds patience and perseverance.

Learning about how others learn helps us to learn about ourselves.

Contributing to our school community benefits both ourselves and others.

Social responsibility is an important part of being a citizen.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to individually and collaboratively be able to:</p> <ul style="list-style-type: none">• assist students in engaging in instructional activities designed by mentor teacher.• recognize that learning takes perseverance and may involve setbacks.• demonstrate that they are in a mentorship role.• refer to criteria to help students reflect on their learning and achievement.• understand that learning is continuous and students reach expectations at different stages.• help students to identify strengths and areas for growth.• demonstrate growing confidence in taking initiative.• recognize that students have rights.• build relationships with students.	<p>Students are expected to know:</p> <ul style="list-style-type: none">• approaches for helping students grow in confidence and be successful academically.• goal setting strategies.• methods for being organized.• conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs.• how to maintain records.• confidentiality about student needs/grades is required.

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Learning Standards

Curricular Competencies	Content
<p>Students are expected to individually and collaboratively be able to:</p> <ul style="list-style-type: none">• lead students in instructional activities designed by mentor teacher.• help students to understand that learning takes perseverance and may involve setbacks.• demonstrate that they are in a mentorship role.• refer to and help establish criteria to help students reflect on their learning and achievement.• understand that learning is continuous and students reach expectations at different stages.• help students to identify strengths and areas for growth.• demonstrate growing confidence in taking initiative.• advocate for students' rights.• establish positive relationships with students.	<p>Students are expected to know:</p> <ul style="list-style-type: none">• approaches for helping students grow in confidence and be successful academically.• goal setting strategies.• methods for being organized.• conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs.• how to maintain records.• confidentiality about student needs/grades is required.

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Learning Standards

Curricular Competencies	Content
<p>Students are expected to individually and collaboratively be able to:</p> <ul style="list-style-type: none">• collaborate with mentor teacher to design instructional activities for individuals or small groups.• help students to overcome setbacks in their learning and persevere.• consistently demonstrate that they are in a mentorship role.• develop individual leadership styles.• refer to and help establish criteria to help students reflect on their learning and achievement.• understand that learning is continuous and students reach expectations at different stages.• help students to identify strengths and areas for growth.• take initiative in leading learning groups.• advocate for students' rights.• establish positive relationships with students.	<p>Students are expected to know:</p> <ul style="list-style-type: none">• approaches for helping students grow in confidence and be successful academically.• goal setting strategies.• methods for being organized.• conflict and confrontation management techniques, such as compromise, making suggestions, understanding motivation, and meeting needs.• how to maintain records.• confidentiality about student needs/grades is required.

Unit/Topic/Module Descriptions:

- Instructional Activity Design
- Mentorship Models
- Leadership Styles
- Criteria Referencing and Assessment

Assessment:

Self-Evaluation: Refer to the Peer Tutoring 10/11/12 Self and Teacher Core Competency Assessment. At the end of the course, how have you grown in the core competencies of Communication, Personal Awareness and Responsibility, and Social Responsibility? Identify where you fit on the rubric. Prepare a presentation for your mentor teacher to explain how you have grown in these areas while you have been a peer tutor. Use evidence from the course to support your opinion.

Teacher Evaluation: Assess peer tutors at the end of the course in the core competencies of Communication, Personal Awareness and Responsibility, and Social Responsibility as they have been demonstrated. Keep in mind that as students move through the Grade 10/11/12 levels, they should demonstrate these core competencies in increasingly sophisticated ways.

Other Assessments:

- Weekly learning journals explaining what they have done as a peer tutor in class, with a reflection on how their actions have helped them to grow, challenges they experienced, problems they helped to solve, and ways they advocated for other students.
- Attendance and Participation: In order to be a peer tutor, regular attendance and active participation are essential.
- Monthly Reflections: At the end of each month, have students use the rubric to assess how they have demonstrated growth in the Core Competencies and to set goals for improvement for the following month.

Peer Tutoring 10/11/12 Self and Teacher Core Competency Assessment

	Emerging	Satisfactory	Proficient	Accomplished
Communication	<ul style="list-style-type: none"> • I communicate clearly, using a variety of techniques. • In discussions and collaborative activities, I am an engaged listener—I ask clarifying questions. • I share my ideas and try to connect them with others' ideas. • I contribute to planning and adjusting a plan, and help to solve conflicts. • I am able to represent my learning, and connect it to my efforts. • I give and receive constructive feedback. 	<ul style="list-style-type: none"> • I communicate confidently and show attention to my audience. • I contribute positively to discussions and collaborations, and help to organize and monitor the work. • I ask thought-provoking questions, support others, and manage conflicts. • I offer detailed descriptions of my own efforts and experiences. • I give, receive, and act on constructive feedback. 	<ul style="list-style-type: none"> • I communicate effectively. • In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. • I offer both leadership and support; I am flexible and have a variety of strategies/experiences to draw on. • I am able to represent my learning/goals, and help others to reflect on their own learning/goals. • I accept constructive feedback and use it to move forward. 	<ul style="list-style-type: none"> • I am intentional and strategic in my communication with peers, including those who are not easy to work with • I can take leadership in a discussion or collaboration, and focus on deepening our thinking. • I seek consensus, and focus on collective results. • I can articulate a keen awareness of the strengths/goals of myself and others • I offer detailed analysis of my progress, work and goals.
Personal Awareness and Responsibility	<ul style="list-style-type: none"> • I can recognize my strengths and use strategies to set, focus, and accomplish my goals as a peer tutor with support. • I can be focused and determined. • I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. 	<ul style="list-style-type: none"> • I recognize my strengths and use strategies to accomplish my goals as a peer tutor. • I am usually focused and determined in class. • I can help others to set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • I manage stressful situations in class using a range of self-regulating strategies. 	<ul style="list-style-type: none"> • I can recognize my value and advocate for my rights. • I take responsibility for my choices, my actions, and my achievements. • I can set priorities; implement, monitor, and adjust a plan; and assess the results. • I take responsibility for my behaviour in class and set goals for improving my achievement as a peer tutor. • I have valuable ideas to share; I can help others. 	<ul style="list-style-type: none"> • I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. • I am responsible for making ethical decisions. • I can take ownership of my goals, learning, and behaviour; • I recognize the implications of my choices and how others may be affected by my decisions. • I reflect on my experiences as a way of enhancing my well-being.
Social Responsibility	<ul style="list-style-type: none"> • I contribute to group activities that make my classroom and school a better place. • I can identify things I can do that could make a difference to others. • I can consider others' views and express a different opinion in a peaceful way. • I can identify problems and compare potential problem-solving strategies. • I can demonstrate respectful and inclusive behaviour. • I can identify when others need support and provide it. 	<ul style="list-style-type: none"> • I can take purposeful action to support others. • I can identify how my actions and the actions of others affect the classroom environment. • I can clarify problems, consider alternatives, and evaluate strategies. • I respect differences, and demonstrate respectful and inclusive behaviour. • I can advocate for others. • I am aware of how others may feel and take steps to help them feel included. 	<ul style="list-style-type: none"> • I can initiate change for others. • I can identify and explain complex social issues. • I can clarify problems, generate strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. • I take action to support diversity and human rights, and can identify how diversity is beneficial for my classroom. • I build and sustain positive relationships with diverse people. 	<ul style="list-style-type: none"> • I can initiate change for others. • I can analyze complex social issues from multiple perspectives. • I can clarify problems, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. • I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my classroom. I build and sustain positive relationships with diverse people.

			<ul style="list-style-type: none"> • I show empathy for others and adjust my behaviour to accommodate their needs. 	<ul style="list-style-type: none"> • I show empathy for others and adjust my behaviour to accommodate their needs.
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***Note that the Core Competency descriptions have been altered to fit the desired role of a Peer Tutor.**