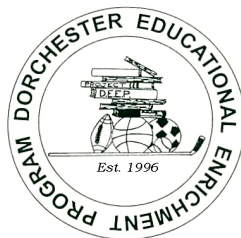


# **The Tutor's Guide to**

# **Project D.E.E.P.**

**The mission of the program is to foster the educational, athletic and social growth and development of middle school children of all races, creeds and ethnic backgrounds throughout the Dorchester community.**



### *One-On-One Tutorial Program*

Project D.E.E.P. sets out to achieve its mission by offering students throughout the Dorchester community one-on-one specialized tutoring services provided in a structured venue where community members and educational entities can participate in the academic development of our youth. Each student is matched with a tutor and the pair is required to meet at the Leahy-Holloran Community Center once a week for 90 minutes. Our tutors are volunteers from all over the community as well as from high schools throughout the Greater Boston area.

#### **Program Overview:**

- Project D.E.E.P. requires a \$50 fee per child at sign-ups. This fee will go towards the ***Celebrate Dorchester Calendar campaign***, for which every child will receive five calendars to sell at \$10 each.
- Once each student is paired with a tutor, the pair will set a time that is mutually convenient for both to meet **once a week for 90 minutes**. During this time students are required to work on either school assignments or reading and writing work for Project D.E.E.P., so students should **come prepared!**
- We require that each child participate in **AT LEAST ten hours of community service throughout the year**. (Opportunities will be posted in the office, but you are welcome to fulfill the hours volunteering for any service you know of, so long as it is approved by the D.E.E.P. staff).
- In addition to the weekly one-on-one tutorial element, Project D.E.E.P. hopes to improve upon the basic academic skills of each student. To attain this goal we require each student to submit a series of creative writing essays, at the student's convenience. We will provide eight thought provoking topics and require **five** to be submitted for grading **before the end of the program**. The remaining three may be submitted for extra credit points.
- Based on performance in each separate element of the program—one-on-one tutorial, creative writing essays, community service—each student will receive any number of allotted points. These points are totaled at the end of the year and any student who receives **a minimum of 50 points** will receive a scholarship towards a sports **summer camp!**

## **A More Thorough Breakdown of the Program**

### **I. TUTORIAL ELEMENT**

The main focus of the one-on-one tutoring element is for the student to come out of the program with enhanced study skills and improved grades. For this to be achieved we ask that the student come to each session prepared and ready to work. It is important that the student take advantage of the one-on-one time by working diligently and asking good questions to promote a better understanding of the subject matter.

When each student registers for Project D.E.E.P., they will receive a tutorial journal. We require this notebook to be brought to each tutoring session in addition to school assignments, as it will be used to help the tutor track the student's organizational and study skills and academic progress. Each entry should include the following:

- Day and Date
- Subjects and assignments
- Any important notes regarding school/Project D.E.E.P.

We also encourage students to use this notebook to brainstorm upcoming creative writing essays, or taking notes relating to any "tutor-approved" outside reading, ie., new vocabulary and definitions.

#### **Expectations of the Tutors:**

- This year we are requiring that every tutor and student sign in at the D.E.E.P. office as soon as they arrive to their session. This is to ensure that no child is left alone in the tutoring room, and also that no time is wasted waiting for a tutor or student to arrive who may end up not showing at all.
- Tutors must fill out student evaluations on a weekly basis
- We value your time here, and hope for you to make the most of each 90 minute session by consistently challenging the students to work hard and stay ahead of their class work
- Please be on time each week!
- If you will not be able to make a session please call us well enough in advance to inform your student before they have left to make the trip here, if you haven't called them yourself already.
- Five unexcused absences from the program or frequent tardiness to tutoring sessions will result in a re-evaluation of your commitment to Project D.E.E.P., and may result in expulsion from the program.
- We have asked our students to show their tutors as much respect as they deserve, as you are volunteering your time to help them! Please inform the Project D.E.E.P. staff of any intolerable behavior, so we can handle it accordingly.
- Please no cell phones or iPods!
- Tutors must comply with the obligation listed in the Tutor Contract (back page).

## **II. CREATIVE WRITING ELEMENT**

The creative writing element of the program provides an opportunity for the students to grow as writers. Our goal is for each student to become more articulate, more confident, and more powerful in their writing. To accomplish this goal we will require each student to **submit five essays** before the end of the program. We will provide eight thought provoking topics, and students may choose the topics that most interest them.

A basic outline of how the monthly essay will be handled is as follows:

- Each student will receive a list of eight essay topics (attached to this packet). Students are required to turn in a **thoughtful, well-written essay on five of these topics** at their earliest convenience (must be before the end of the program).
- Every essay must be **typed**, consist of an **introduction/body/conclusion**, and must be completed in no more than **five paragraphs**.
- As a heading for each essay, we require that student to include: **Name, Grade, and Essay Number** (each essay will be numbered).
- Students are encouraged to bring in essay drafts for help with brainstorming, and for their tutor to **proof-read**.
- Essays will be graded by the Project D.E.E.P. staff and points will be awarded based on **quality of writing**. In the past, we have even had some outstanding essays published in the Dorchester Reporter.
- As previously stated, the remaining three essay topics may be submitted for extra credit points

## **III. COMMUNITY SERVICE**

Project D.E.E.P. relies heavily on the graciousness of the local community in order to survive. Several politicians, businesses, and corporations in the Dorchester area have supported Project D.E.E.P., frequently donating money to the program to defray the cost of school supplies and summer camp scholarships. Many of the Project D.E.E.P. tutors come from the local area. Moreover, every tutor for the program is a volunteer. This type of generosity is highly valued and appreciated at Project D.E.E.P. Our hope is to instill in our students the value of community service.

The community service element provides opportunities for our students to learn how important giving back to the community truly is. We require each student to participate in **AT LEAST ten hours of community service throughout the year**. Students are welcome to find opportunities to volunteer on their own, but the must be approved by the D.E.E.P. staff. We will also keep up-to-date opportunities posted in the office throughout the year. A log will be kept in the D.E.E.P. office of each student's community service hours. No summer camp scholarship will be awarded unless the student has met their community service requirement. Please encourage your student!

## **EARNING POINTS**

In order to monitor the students' performance throughout the year each student will be given points based on the effort he/she puts forth as part of Project D.E.E.P. All of the students in the program and their corresponding point totals will be listed on the Depth Chart in the office. The points will determine eligibility for a scholarship to a summer camp—a minimum of 50 points earns a scholarship.

The point system works like this:

- **One** point simply for showing up to the tutoring session—that means no tutorial journal, and no sign of effort;
- **Two** points for showing up prepared and ready to learn, but without much work in the reading and writing notebook;
- **Three** points for showing up with everything: tutorial journal filled out, reading and writing notebook fully maintained, and a good deal of effort put forth during the session; no more than three points will be given (unless the student has completed a book);
- **Five** points for reading an entire book, while consistently making thoughtful, weekly entries into the reading and writing notebook;
- Points will also be awarded for the Monthly Essays, but they will range from one to six points, depending on the quality of the essay (these points will be awarded by Project D.E.E.P. staff only).

## **Ways for Students to Earn Extra Points!**

- The students can earn extra points by submitting an essay on the extra three topics. Each essay is graded on a three-point scale, therefore students can earn up to eighteen extra points.
- We encourage students to choose books outside of their school reading lists. Extra points can be earned if the student completes a summary of any books read (books must be approved by tutors).
- Creative writing is encouraged as a way to write expressively beyond the guidelines of the standard book report. Here are some ideas for essays that would be another great way for students to earn extra points:
  - A short fictional entry based on the book, in which the student might choose to continue the story
  - An interpretation of the author's theme (what is the author really trying to say?)
  - An essay comparing the main character to someone from current events;
  - An essay telling what the student might have done if he/she were the main character of the book.

## *Tutoring Tips!*

### **I. How to break down tutoring sessions:**

- 5-10 minutes → Catch up! How has the week gone since your last session? What have you learned this week? Any areas of difficulty?
- 10-15 minutes → Have the child bring test and quizzes from school that reflect the assignments you have been working on at D.E.E.P. Review the past week's assignments and assess where the child is at.
- 60 minutes → Go over student's homework and any other pertinent schoolwork, adding emphasis to subjects in which student has difficulty.
- 10-15 minutes → Check the student's status on creative writing essays. Address areas that student can work on for next session.

### **II. Challenge the Student**

- All tutors should push their students to do more, and to know more that what is asked of them in class. When they have time, they should take the tutoring sessions beyond the students' schoolwork and urge them to grasp other material such as the U.S. Presidents, state capitals, algebraic equations, the use of figurative language in writing, etc. All of which we have materials for in the office, just ask! Students will receive extra points for these quizzes as well.

### **III. Are you smarter than a fifth grader?**

- Don't worry; we don't expect you to be! All we ask is that you be as attentive and helpful to your student as possible. If you cannot answer a question, show your student how to find the answer.

## **Project D.E.E.P. Tutoring Contract**

This is the official Project D.E.E.P. contract which you must sign in order to become a tutor in the program. **If you cannot agree to all of the following stipulations then please do not sign this paper!**

- I. I will read, in full, this guide to be sure that I know exactly what is expected of me as a Project D.E.E.P. tutor.
- II. I will show up each week, ON TIME, at the designated time to tutor my student.
- III. If I cannot make it to session, I will do my best to notify my student as early as possible and try to reschedule the session at a mutually convenient time.  
→ We ask that you please not leave this up to the Project D.E.E.P. staff.
- IV. I will try my best to make the tutoring session demanding yet enjoyable.
- V. I will never agree to do the student's homework, nor will I simply watch the student do his or her homework without actively participating in some way.
- VI. I will make every attempt to turn my student into a better, more well-rounded student. Whenever possible, I will take the tutoring session beyond the student's schoolwork and Project D.E.E.P. reading, so that my student always stays a couple of steps ahead of class.
- VII. If I ever have any special concerns regarding my students study habits or personal welfare, I will immediately speak with a staff person about them.  
→ Project D.E.E.P. staff are always available for these very important student issues.
- VIII. I will consistently fill out—and turn in—the student evaluation forms so that my student will receive the points he or she deserves.
- IX. I will adhere to any guidelines and regulations set forth by the Project D.E.E.P. staff throughout the year.
- X. More importantly, I realize that I am more than an academic tutor; I am a mentor to my student. As a mentor, I will help foster self-respect and social skills in my student. I will model appropriate behavior, reinforce more positive interaction with peers, and support the development of his or her self-management skills.

Once you sign and turn in this contract, you become registered as a tutor in the project D.E.E.P. One-on-One Tutoring Program. You will then be notified as soon as possible with information on your student and weekly meeting time.

I have read and understand everything contained on this tutoring contract:

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_