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For additional resources, please visit our website:  http://expd.washington.edu/pipeline
About the Pipeline Project
The Pipeline Project links undergraduate students with educational and service opportunities through tutoring and mentoring in local schools and community organizations.

Our Mission:
Through the Pipeline Project, UW undergraduates provide K-12 students with tutoring, mentorship and support as a means of transforming the learning and inspiring the growth of both groups of students, while addressing inequities in public education.

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The College Of Education
The Pipeline Project has strong ties with the UW’s College of Education (COE). Students in the Education, Learning and Society (ELS) Minor are required to obtain 5 field experience credits, which can be fulfilled through Pipeline’s EDUC 401 Inner Pipeline seminars. In addition, undergraduates who are interested in fulfilling their school observational hours for admission to the teaching program are often referred to Pipeline. Our office can help them connect with an appropriate school, and many of these students choose to take an Inner Pipeline seminar as well. For specific information on observational requirements, please check COE’s website at: http://education.washington.edu/prospective/applying/

About this Handbook
This handbook contains general information about the Pipeline Project, tutoring, and the Seattle Public Schools. More extensive, specific resources about working with particular grade levels, subjects, and learning needs can be found on our website: http://exp.washington.edu/pipeline

The information in this handbook was compiled from various tutoring resources in the Seattle area including the
How to Get Involved with the Pipeline Project

There are four different ways University of Washington students can participate in the Pipeline Project:

1. **Volunteer Service**
The Pipeline Project recruits, trains, and places students as volunteer tutors in Seattle Public schools and community organizations throughout the academic school year. Orientations are held frequently throughout the quarter. Specific times and locations are posted on our website and in the Center for Experiential Learning & Diversity in Mary Gates Hall 171. Personal placements allow individuals to tailor their tutoring experience to accommodate their areas of interest and availability. A minimum of one hour of tutoring per week for at least one quarter (preferably 2 quarters) is expected.

2. **Service Learning Placements**
Working with our partner, The Carlson Leadership and Public Service Center, school-based service learning placements are made for a wide range of classes at the UW. Elementary, middle, and high school classrooms become a field laboratory where UW students have the opportunity to work with younger students, applying classroom content to the tutoring or mentoring experience. Each professor designates the amount of tutoring hours/quarter required. Usually, the requirement is 20 hours/quarter.

3. **Inner Pipeline Seminars**
Pipeline also offers a series of EDUC 401 seminars each quarter. Students tutor or work in the schools each week as well as attend weekly seminars focusing on a wide range of current educational topics such as general public education issues, math and science education, poetry, environmental education and art. Seminar topics vary each quarter. For more information regarding our current seminars, check our website. The amount of credit earned for each seminar depends on the number of tutoring hours completed within the quarter:
   - 2 credits: 2.5 hours tutoring/week (at least 20 hours tutoring/quarter)
   - 3 credits: 5 hours tutoring/week (at least 40 hours tutoring/quarter)
   - 4 credits: 7.5 hours tutoring/week (at least 60 hours tutoring/quarter)
   - 5 credits: 10 hours tutoring/week (at least 80 hours tutoring/quarter)

4. **Alternative Spring Break**: The Pipeline Project offers students the opportunity to spend their spring break in a tribal or rural community in Washington working on literacy arts and environmental education projects with local schools. Sites range from the Olympic Peninsula to Eastern Washington.

*Note to Masters in Teaching (MIT) applicants*: Applicants to the UW’s MIT program must gain 40 hours in a classroom that most closely matches the subject and age level they wish to teach. Visit the College of Education website for more information: [http://depts.washington.edu/coe/programs/tep/](http://depts.washington.edu/coe/programs/tep/)

More information about each opportunity is available at: [http://expd.washington.edu/pipeline](http://expd.washington.edu/pipeline)
Getting Started with Pipeline
(This document is given to students at Pipeline Orientation)

1. **Attend Pipeline orientation.** After attending the Pipeline Tutor Orientation and complete your Acknowledgement of Risk form, the contact information for the school coordinator will be made available to you (click on “Position Details”). If you would like to participate in another Pipeline opportunity within the next 2 years, you do not need to attend another orientation.

2. **Browse Tutoring Positions.** You can search the Pipeline online database of tutoring opportunities by going to [https://expo.uw.edu/pipeline](https://expo.uw.edu/pipeline) and entering your UW NetID.

3. **Check out UCAR Carpool Possibilities.** Go to [https://tinyurl.com/ucars](https://tinyurl.com/ucars) to see what schools Pipeline is carpooling to this quarter! The time includes both travel and tutoring time. If any work with your schedule, make sure to sign up for that UCAR on through that link, as well as contacting the volunteer coordinator and confirming on EXPO.

1. **Contact the Volunteer Coordinator at Your School/Organization to introduce yourself.**

   In your initial email, please include the following:

   Introduce yourself as a Pipeline tutor and state that you would like to tutor at ____ school.
   
   - Explain why you are interested in tutoring.
   - Ask to arrange a regular weekly tutoring schedule for the quarter.
   - Specify your time availability (e.g. “I am available to tutor on Mondays or Wednesdays anytime between 1-4 pm”).
   - Be specific about the type of tutoring situation you are looking for. Make sure to communicate your preferences to the Volunteer Coordinator so that they can find the best fit for you. Please specify the following:
     - subject preferences
     - 1 on 1, small group, or classroom tutoring preference
     - specific age group preference
   - Please remember that Volunteer Coordinators are very busy people with many responsibilities at their school/organization. Thus, we ask that you **give a site contact 3 business days to get back to you. If you do not hear back within 3 business days, then politely email him/her again to re-express your interest in tutoring. Also on the same day you send the second email give the volunteer coordinator a call to let them know you're interested in tutoring at ____ school and you sent them an email about it. If you still do not hear back after 2 business days, please notify the Pipeline office so we can troubleshoot with you.**

**Some important things to consider:**

If you are part of an Inner Pipeline Seminar or a Service-Learning class, **it is very important that you contact the Volunteer Coordinator as soon as you receive their contact information** so that you can complete the hours required of you by the class.

**It is your responsibility to complete your tutoring hours.** If you have not begun tutoring until the 4th week of the quarter, it will be very difficult to complete your tutoring hours for the remainder of the quarter.

- Please contact only one site at a time!
- Please remember to use your UW email account because other accounts may end up in schools’ junk folders.
1. Confirm Tutoring Position on EXPO. After you have emailed the volunteer coordinator, confirm your top choice by clicking the “Confirm Position with Pipeline” Button. If you need to change your school placement for some reason, please make this change on our EXPO online database.

1. Confirm important information with the Volunteer Coordinator. Once you finalize your weekly tutoring schedule with the Volunteer Coordinator, make sure you understand the following information:
   - Sign-in procedure for your specific school
   - Contact person in case of your absence
   - Driving directions or bus routes
   - Teacher’s name and room number

1. Complete Adult Sexual Misconduct Prevention webinar: tinyurl.com/1x8lhr
   This is required and will take 20 minutes. When completed, take a SCREEN SHOT and save your certificate in a word doc. Then, print it and bring it to the volunteer coordinator on your first day.

1. Talk to the teacher. Teachers are very busy, but it will be very helpful to touch base with them early on in your tutoring experience. The strongest tutoring partnerships begin with clear conversations about your role in the classroom, and how to best support the teacher and students as a tutor.

1. Be a consistent tutor. The most effective tutoring is consistent tutoring! As a Pipeline tutor, it is your responsibility to attend your tutoring session each week. Stick to your schedule! Both your student and the teacher you work with will be depending on your weekly visits.

1. Communicate with Pipeline. If you find that you have scheduling problems or tutoring concerns, please contact Pipeline so that we can troubleshoot with you. We also love to hear good stories so please share your experiences with us!

1. Log your tutoring hours on EXPO
   (EDUC 401 students only)
   After you tutor each week, log the hours you tutored on the website. https://expo.uw.edu/pipeline
   This is needed for credit at the end of the quarter.

1. Check Canvas for End of Quarter Survey.
   (EDUC 401 students only)
   The end of quarter survey will be in the Quizzes section of Canvas. You will need to complete the survey in order to receive credit.

Sample Introduction Email to Schools
Below is a sample email of what to include when contacting a school:

Dear (insert Name of Volunteer Coordinator/Site Supervisor),

My name is Marcus Ramirez, and I am a UW Pipeline Project tutor. I am interested in volunteering at (insert name of school). I am interested in tutoring because I am hoping to become a teacher and because I really enjoy working with young people. I am available to volunteer on Mondays and Wednesdays, from 1PM-3PM. I would like to volunteer in a math classroom with any grade level from 9th through 12th grade. I am available to start next week. Please let me know at your earliest convenience if this will work, and what additional steps I need to take to volunteer at your school. I look forward to hearing from you. Thank you very much for your time.

Sincerely,
1. **Take advantage of additional opportunities**

We will share additional events via our Pipeline listserv, which all EDUC 401 students will be subscribed to. You can also learn about upcoming events by liking the Pipeline Project at the University of Washington on Facebook.
Tutor Job Description

Objective: To act as a guide, role model, coach, and advocate to help motivate and guide students, challenge them to improve their performance, and help them succeed in their schoolwork, and ultimately, function more effectively in their lives both inside and outside school. Typically, Pipeline tutors will assist the teacher in the classroom or work directly with one or more students.

Qualifications:
Volunteers should be...
- Friendly and caring
- Dependable and flexible
- Patient and understanding
- Enthusiastic and encouraging
- Respectful and courteous
- Passionate about learning

Volunteers should have...
- A genuine appreciation for all people - an unconditional acceptance for students representing a wide range of cultures and backgrounds.
- Desire to make a difference and contribute to the community by helping children succeed in school.
- Time set aside in your weekly schedule to devote to your student through planning and actual tutoring.
- A willingness to learn and apply effective tutoring methods.
- Good communication skills.

Responsibilities include:
Priority. Place your tutoring commitment high on your weekly priority list. Honor your commitment by being on time and prepared. If you will be late or need to miss a tutoring session, call and leave a message for the volunteer coordinator and the teacher at your school. Also, if you know in advance that you will miss a session, let your student know.

Routine. Always sign in and record the number of hours you volunteer in the volunteer/tutor logbook located in your placement school’s office. Always wear your nametag or visitor’s pass if required.

Communication. Work as a team with your teacher, the volunteer coordinator, and the Pipeline Project staff. Give feedback and ask questions often. It may be hard to have conversations with teachers during class time. So use email and send messages frequently. Always ask, “How can I be of most help?” If you have specific concerns about a student’s behavior ask your teacher how he or she would handle the situation. Email your teacher brief reports about how the day went. 2-3 sentences will make a huge difference. You can also leave written notes for the teacher in her/his box in the office.

Flexibility. Although we ask our tutors to be consistent with their schedules, the schools cannot always promise the same in return. Assemblies, field trips and student absenteeism will sometimes interfere with your tutoring sessions. If you arrive at the school and your student is unavailable for tutoring, ask the volunteer coordinator if there are other students that need help that day.

Professionalism. Be aware of any site policies or procedures regarding anything from student discipline to logging your tutoring hours. Cooperate with the student’s teacher and/or parent whenever possible. A team approach to the tutoring process will provide added support for the student. Respect the teacher as the authority, knowing that you are not replacing him/her. Model respectful, mature behavior and always dress appropriately for the activity.
Seek support. If you need assistance of any kind or are frustrated with your placement be sure to communicate this to the Pipeline Project staff. Our goal is to make sure that you have a positive experience as a volunteer. If at any time something comes up during tutoring sessions that makes you feel uncomfortable or uncertain, please let us know. We are here to
support you and we will do our best to help you resolve the situation. We also have a library of academic resources and tons of tutoring tips and strategies to help you become a better tutor.
Building Positive Relationships

A good relationship is the key to make your tutoring experience positive and effective.

**Know your student.** Spend some time in the beginning getting to know your student. Use your favorite "icebreaker" or discuss school, television, games, toys, food, music, etc. As you learn about your student’s background, interests, likes and dislikes, find ways to connect them to school assignments. Show respect for your student’s culture, family members and living situation, no matter what the conditions are. Create opportunities for the student to express opinions or ideas. Learn his or her name and how to pronounce it correctly.

**Let the student know who you are.** If you feel a bit shy or awkward about meeting your student for the first time, that’s okay, it’s normal. Be open and tell your student why you became a tutor. Let him/her know that you are committed to helping youth succeed. Share something about yourself, such as your culture, family life, and interests.

**Let go of assumptions.** We bring prejudice and bias to every relationship. Be aware of how you judge "at-risk", "low-income", "ethnic" or "low achiever". As much as possible let your assumptions go. Let kids be who they are, be supportive and treat students as unique individuals.

**Set high expectations.** It is important to hold high expectations for all students, regardless of your preconceptions about their culture or backgrounds (i.e. children of illiterate parents can’t learn as well because no one reads to them at home). Research shows that teacher/tutor expectations are a great predictor of student success.

**Be a good listener.** Use eye-to-eye contact and sit side by side when working together. Ask questions and learn about your student’s thinking and problem solving techniques. Allow enough "wait time" for your student to think through questions instead of continuously asking questions.

**Be honest.** If you are unsure of an answer, admit it and work it out together –modeling that it is okay to make a mistake and not always be right.

**Give positive reinforcement.** Give specific praise and provide positive feedback often. Within the first five minutes of each tutoring session, always pay your student at least one compliment!

**Be a positive role model.** Know that you are being watched closely, even when your student does not appear to be paying attention. Let your student see you working hard- maintaining focus on the task at hand, being cooperative with others, listening without interrupting, making mistakes and using a variety of methods to work through problems.

**Be patient.** Patience is crucial when developing a relationship, helping with the student’s academic progress, and when working in a new environment.

**Rely on your sense of humor.** Tutoring should be a fun and engaging experience. Don’t be afraid to laugh and see the humor in a situation.
Tutoring Tips and Strategies

Prepare for the tutoring session. Most Pipeline tutors work with students to complete homework or classroom assignments and do not need to plan a lesson for each tutoring session. It is helpful though to bring an activity to do with your student in case they finish their work ahead of time. Bring a variety of hands-on teaching options and incorporate the student’s interests (a book about a famous baseball player). Make your session challenging, yet fun. Bring supplies and resources that may enhance your tutoring session. Suggestions include note cards, calculator, graphing paper, colored pencils, enrichment games, brainteasers, inexpensive stickers, a good book to read aloud, and/or a journal.

Keep attention and motivation. Have a work plan. “Today we are going to _______ and _______”. Give the student the opportunity to add to the plan. Write it down and let them check things off as they get done. Also, try to give students limited and sensible choices. “We need to work on _______ and ______ today. Which do you want to start with?” Incorporate your student’s interests into the tutoring sessions through materials and exercises. Use time to your advantage by planning activities for short periods of time and taking a mini-break in the middle of tutoring sessions to talk or do a fun activity. Share your time plan with your student so that he or she knows what to look forward to. Have your student evaluate his or her attention during a specific task. If he or she did poorly, ask why. Try to make changes that will more actively engage the student in tasks. Be excited about the subject matter! Use your creativity and sense of humor throughout the session.

Help your student absorb material and respond to questions. Use questions to determine whether a student understands the material and to encourage further thinking about a topic. Questions actively involve the student in the session and ensure that the student is not just passively receiving the information from you.

- Ask different types of questions. In addition to fact-based questions that require the student to recall information, also ask questions that require your student’s opinion. This technique will help him or her to think independently and make them more comfortable answering all questions. You can also ask questions about his or her thinking process and approach to problem solving.

- Allow your student time to prepare an answer. Tutors sometimes expect immediate answers and interrupt the student’s thought process with more questions.

- Create a discussion atmosphere so that you and your tutee may have a dialogue about the material. For example, instead of a series of unrelated questions about a story, share your feelings about it. Have the student develop his or her own questions to ask you.
Help your student complete assignments independently. Be a resource for your students while allowing them space to find their own answers. Don’t give your student the answer to a problem or question. Instead, guide him or her through steps so that he or she could do a similar problem or answer a similar question without help. When students first ask for help, try to determine ways in which you can encourage them to help themselves. For example, you could direct your student to a dictionary or have your student draw a picture or chart to figure out a problem. Help your tutees develop habits of checking their work before turning it in to the teacher.

Focus on strengths and give positive feedback. Mark correct answers, not incorrect ones. Tell your tutee that mistakes are part of the learning process. While you focus on strengths, continue to hold your student accountable for his/her errors and correct them. Praise your student honestly and frequently. Make your praise specific. For example, “Good job! You solved that problem using the techniques that we learned last week.” This is more effective than a simple, “Very good.” Below are more ways to give specific praise and feedback to your student. Praise may be about:

**What they learned**
- Wow, you learned three new words today....
- You did a really good job of answering these questions....
- I liked the way you read your favorite page....

**How they behaved, their attitudes**
- Thanks for getting right to work today......
- Thanks for asking for help instead of getting angry.....
- Thanks for taking time out when you were getting upset....
- Thanks for listening while Keesha read....

**Their ideas and creations**
- That was an awesome idea....
- I like the way you answered that question....

**Some tutoring behaviors to avoid.**
Don’t simply ask, “Do you understand?” and move on. Have the student show you that he or she understands and then move on.

Don’t say, “This is easy.” Often what you may find easy is very challenging to your student. You may mean to be relaxed or put your student at ease, but you may instead devalue or belittle their experience and cause them to feel self-conscious.

Don’t talk too much or tell your student the answers. Ask questions that lead him or her to the answers.

Don’t say, “No,” if a student gives a wrong answer. Instead, have him or her explain how they arrived at the answer. Often the student will discover the mistake while speaking. If not, you
now know exactly where he or she made the mistake and can redirect the student.

Don’t try to cover up if you are not sure of something. Be honest and tell the student you don’t know the answer but that you will find the answer for them. No one expects you to know all of the answers. If you are honest and direct with the students, they will respect you for it.

**Providing Students with Positive Discipline**

It is important to remember that most discipline problems occur when students are not getting their needs met in some way. You can help students succeed in school by teaching them how to get their needs met in appropriate ways. To do this, you will need to set some guidelines for behavior during tutoring sessions and assist them in changing their behaviors when students act out.

To assist students when they act out, you first need to stop the inappropriate behavior and make sure the students and others are safe. It is also important to find out why the students acted out and help them choose better ways to help them get their needs met. Making the students take an active role in changing their behavior helps them learn how to solve problems and to react in ways that will help them get their needs met.

Here are some steps you can take to help students change their behaviors:

1. Ask the teacher about the discipline system at the school and how you should reinforce it.
2. Stop the behavior. (“That’s not okay”)
3. Ask the student what s/he needs.
4. Discuss options. What else could the student have done to get what s/he needed?
5. Ask the student to state their need and choose a solution. What do you need and how can you get it? What is the problem and how can you solve it?
6. Make the behavior change part of the student’s weekly goals.
7. You may also wish to set consequences for negative behaviors:
   - Work somewhere else, apologize to person(s) student hurt, and/or take time out
8. Time out can also be seen as another option to allow a student to check him/herself out of a situation in which they are about to act out. During this time, the student can think about why s/he got angry and decide how to handle his/her anger.

**Set expectations.** Give clear directions for what you want to accomplish and describe the behavior you expect from your student during your tutoring session. Be positive and enthusiastic but use a professional, "no-nonsense" tone when communicating. Know the rules established by the school and explain those limits to your student.

**Expect respect.** Receiving individual attention and academic help by a tutor is a privilege. Sometimes students need to be reminded of that. Your student should respect you, your requests and the time that you are giving.

**Provide structure.** A well planned routine with set activities and goals provide fewer opportunities for restlessness.

**Be consistent.** If you set a limit or a consequence, then follow through.

**Use eye contact.** Direct eye contact lets your student know you are paying attention to his/her behavior and that you expect him/her to focus on the task at hand. Develop and use a “look” (eye contact that asks, “What exactly are you doing?”) that is not a challenge, but rather a means of communicating to a student that his/her behavior does not fit the present situation.

**Ignore low-level distractions.** Proceed as though what you are doing is far more important than a student’s off-task behavior.

**Listen.** Find out why your student is acting out or having trouble focusing. Ask in a non-prying way if something happened that day and if your student wants to talk about it. Don’t let the conversation get too long. Your student may need someone who will listen to him/her, before he/she can move on and get to work.
Display a sense of humor. (Not to be confused with ridicule!) Use a laugh or a smile to break the tension or make light of a potential power struggle.

Offer a final choice. Give the student the option of either getting to work or returning to the classroom. This should be clarified with the teacher ahead of time and is only effective if you are willing to follow through with the student’s decision.

Bullying

What is “bullying”? Bullying is an everyday occurrence in our public schools today, so much so that many students consider it to be a part of school life. Abusive language and violent behavior have become the norm on the playground, in the gym, and even in the classroom. Moreover, it is estimated that over 15% of students are involved in bullying each year in America, though these estimates are low. Bullying in schools can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Teasing, taunting, threatening, hitting, stealing, and causing a student to be socially isolated through intentional exclusion are all characteristics of bullying (though the latter characteristic tends to be most dismissed by teachers).

The use of language that degrades specific groups, especially those that appear different in some way, has also increased. These are specifically words that degrade others because of their gender, race, ethnicity, sexual orientation, religion, economic status, and physical and mental disability. These slurs and language have become routine and has thus desensitized too many students so that the only students who truly realize their impact and meaning are those who are the targets of these put-downs.

As a tutor, it is important to confront the use of these words and intervene when degrading language is spoken. Also, it is your responsibility to monitor your students’ behavior and take heed of warning signs that bullying is taking place.

How do I identify bullying? Because bullying can take many forms, here are some general warning signs that you should be aware of.

In the bully:
- Direct behaviors. These include any physical abuse (hitting, biting, taunting, as well as stealing, threatening, and teasing) that harms a targeted individual.
- Indirect behavior. These behaviors include intentionally excluding someone from a group, including through the spread of rumors.

In the victim:
- Withdrawn, anxious, and angry behaviors.
- Becomes extremely emotional, even at the occurrence of the most mundane event.

If you suspect that a situation is abusive, even amongst those who call themselves “friends”, don’t hesitate to act.

What can I do about it? It may seem daunting to try to correct language and behavior that seems so pervasive in society, but condoning disrespectful actions only allows the abuse to continue. Although you are not in a position of power within the school, there are things that you can do to prevent and handle situations where bullying is taking place.

- Respond immediately to degrading comments. When you hear a student making demeaning slurs, you have a responsibility as a tutor to respond immediately and make it clear that disrespectful comments are not tolerated. Through addressing the comments right away, you will prevent the taunting from escalating into threats of violence in the future and you will become a positive role model for your students.
- Ask the students involved to explain the situation. Teachers cannot always see what’s going on in the classroom, but tutors have a unique vantage point in that they constantly interact with students on an individual basis. Take advantage of your position in this way—ask the students direct questions about what is being said. The student being insulted will appreciate the fact that you have taken his or her claim seriously and the student instigating the abuse will understand that it is not acceptable to treat people in a disrespectful manner.
• **Make sure that every student belongs.** Every individual is unique and valued in our community and it is the responsibility of tutors to impress this upon their students at all times. Showing students that you value their emotions, their background, and their views through listening and discussing issues that they are interested in will teach the students to respect themselves and their classmates.

• **Talk to students about making positive choices.** Often students who bully others have felt wronged by another student in some way. Instead of lashing out, tutors can teach students how to effectively and positively deal with their feelings. This can be done through events like skits or in one-to-one conversations.
Making Learning More Engaging and Memorable

While the classroom teacher is the instructor whose primary responsibility it is to develop lesson plans our tutors often find that as they establish themselves in the classroom and build a relationship with the classroom teacher, they have the opportunity to modify and enhance the activities they do with their students. In doing so, tutors should consider how they can make their learning activities engaging and memorable while also teaching valuable academic skills. As you think about how to modify and create learning activities, consider the following perspectives on teaching and learning:

- Accessing students’ prior knowledge: People learn better when new learning is connected to, builds upon, or is related to familiar skills and ideas. The more you get to know your student, their academic strengths and interests as well as their personal strengths and interests, the more you can target your instruction to them as a learner.
- Every learner is unique: The way you learn best might not be the same way your student learns best. Try different strategies until you find one (or a few) that seem to work.
- Be creative: When learning is fun, students are motivated to actively participate and are more likely to remember what they have learned.

As a tutor, you have a unique opportunity to translate group lessons to suit individual needs. Think creatively about how information could be learned through visually stimulating activities, interactive learning, or hands-on activities. In a nutshell, you are looking to come up with ideas that move beyond worksheets and rote memorization.
Reflection
(Source: NW Service Academy, Portland, OR)

Why Reflect? We do not learn from doing, we learn from thinking about what we do. Research shows that reflection has some positive impact on the attitudes of the volunteers regarding service. However, the lack of reflection has a STRONG NEGATIVE impact on the volunteers' attitudes about service and the service activity.

Reflection is a crucial part of community service, which allows volunteers to look back on, think critically about, and learn from their service experience. Reflection may include acknowledging and/or sharing of reactions, feelings, observations, and ideas about anything regarding the activity. Reflection can happen through writing, speaking, listening, reading, drawing and any other way you can imagine. We encourage you to take time to reflect on your tutoring experience whether it be through journaling on your own or processing your experiences with a friend or through any other method that works for you.

Benefits of Reflection

• Gives meaning to the experience
• Can help volunteers understand the limitations and opportunities of the service site or community organization
• Relieves tension and provides re-energizing and renewal
• Integration of service into the rest of one's life — developing a "spirit" of service and civic-mindedness
• Improved service — As volunteers examine the effects of their behavior, they discover ways to improve the quality and quantity of their service.
• Fosters life-long learning skills — develops an ability to learn from positive and negative experiences
• "Reality Check" — guards against reinforcing inaccurate perceptions/biases
• Personal problem solving increases personal empowerment and confidence
• Encourages volunteers to do higher level thinking as they look for root causes of complex issues

What? So What? Now What? This is a well-used and successful model to assist you in your reflection process. Although you can derive learning from each question, focusing on all three will provide broader insights and make the most of your learning experience.

1. **What?** (Reporting what happened, objectively). Without judgment or interpretation, describe in detail the facts and event(s) of the service experience.
   **Questions include:**
   What happened? What did you observe? What issue is being addressed or population is being served? What were the results of the project? What events or "critical incidents" occurred? What was of particular notice? How did you feel about that?

2. **So What?** (What did you learn? What difference did the event make?) Discuss your feelings, ideas, and analysis of the service experience.
   **Questions include:** Did you learn a new skill or clarify an interest? What feelings or thoughts seem most strong today? How is your experience different from what you expected? What struck you about that? How was that significant? What impacts the way you view the situation/experience? (What lens are you viewing from?) What did you like/dislike about the experience? Did the "service" empower the recipient to become more self-sufficient? What did you learn about the people/community that you served?

3. **Now What?** (How will you think or act in the future as a result of this experience?) Consider broader implications of the service experience and apply learning.
   **Questions include:** What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this project or issue?
As a service-learning student working with minors (defined as individuals under 18 years of age), it is important to create and maintain a safe environment for you and the youth at your service site. The following guidelines are intended to assist you in ensuring safety of yourself and minors while engaging in service-learning.

1. **Always work with minors in a public space.** When working with minors, always conduct your service-learning in a public space. You should never be left alone with minors.

If you are doing service-learning in an after school program, it may be tempting to offer your student a ride home. Never go off-site with your students and never give them a ride in your car. Your service-learning experience should be limited to the location of the organization or school at which you are working.

1. **Use appropriate touch and respect personal space.** Some youth, especially young students, will naturally become very attached and affectionate. Many youth are craving attention and affection, so it is important that you handle this situation with sensitivity. Unfortunately, a front hug is unacceptable, so use other signs of affection, such as high-fives instead. It is also inappropriate for students to sit in your lap.

Remember that the appropriate places to touch a student are on their hands, arms, upper back, and shoulders. Refrain from patting your student on the head, as this gesture has varying cultural connotations. Some youth will want more personal space; be sensitive and respect each individual’s needs.

1. **Set boundaries.** Personal information about yourself should be shared only as it is relevant to the work you are doing with the student. Avoid giving personal contact information such as your address, phone, and email.

1. **Consider your appearance.** Although it is not expected that you “dress up,” always consider your appearance as a service-learning student, especially when working with minors. Service-learning students are role models. Dress neatly and be aware of your organization’s dress code. It is inappropriate to wear short shorts, tank tops, halter tops, or other revealing clothing to a school. Also do not wear clothing exhibiting profanity, negative messages, or drug/alcohol paraphernalia or logos.

1. **It is your legal duty to report signs of abuse immediately.** Adults working with minors are expected to identify and avert risks to minors and may be held legally responsible if they fail to do so. Also, adults working with minors are held to a higher standard of behavior regarding relationships with minors.

The following factors may be present when abuse has occurred, but do not guarantee an abusive situation:

- Signs of injury, such as welts, bruises, cuts, burns, fractures, or swelling.
- A history of repeated, untreated or unexplained physical injury.
- A contradiction between the story and the physical evidence. For example, falling off of a bed coupled with repeated bruising.
- The child appears to be uncomfortable or fearful when talking about the injury.
- Child alludes to or seems preoccupied with sexual matters (sign of sexual abuse).

If any of the following signs are present in a child at your service-learning site, you should alert your service-learning site supervisor (a site coordinator, teacher, counselor, or principal), your UW service-learning faculty or Inner Pipeline facilitator, or a member of the Carlson Center or Pipeline Project staff immediately. Any of these people will work with you to learn more about the situation and make calls to Child Protective Services as appropriate. Service-learning students are not expected to make these calls on their own.
1. **Even if a child confides in you about abuse and asks you to keep it a secret, it is your duty to report.**
Over the course of your service-learning experience, many UW students develop close relationships with youth. The youth may begin to trust you and may start to confide in you. You should take time to listen and show you care about them. However, do not make a promise you cannot keep. If a minor reveals information relating to a possible abusive situation, let them know that you care and are there to listen, but that you are required to pass this information on to a site coordinator, teacher, counselor or principal who can offer them help. You could say, “That behavior is not ok- I need to tell someone to help keep you safe.” There is also a chance that someone may already have insight into the situation, which could help you better understand and work with the minor. Another example might be that a minor reveals to you some illegal activity that is going on at home. Again, tell a site coordinator, teacher, or counselor immediately.

1. **If you ever observe inappropriate sexual behavior between an adult and a student at a school or feel that you yourself have been made uncomfortable by something said or done by an adult at your school, contact the Pipeline Project office immediately and we will assist you in reporting this information to the proper authorities.**

1. **Be aware of confidentiality and privacy issues.**
If a teacher tells you confidential information about a student (that they have a learning disability for example), that is information maintained between you and the teacher and should not be shared with other students in the classroom.

Under no circumstances should you take photos of minors you work with at your service-learning site without permission from the site coordinator and a signed waiver from the parents of minor.

9. **Leave anything that could be construed as drugs or a weapon at home.**
Schools and community centers are drug and weapons free environment. Do not carry anything that could be construed as drugs or a weapon onto the property. This includes things you might normally keep in your backpack, such as cigarettes or a pocket knife.
About the Seattle School District

The Seattle Public Schools (SPS) are a diverse and dynamic learning community, serving approximately 53,300 students in 91 schools. As the largest school system in the state of Washington, they offer a broad range of programs and learning opportunities that are enhanced by strong support from families and community members. There are 15 high schools, 13 middle schools, 11 K-8 schools, and over 54 elementary schools.

Seattle Public schools has a long history of providing alternative education programs. These programs can address unique learning needs and styles of students in a variety of capacities. Some of these programs were started by parents and community members and utilize a strong base of support from volunteers.

Seattle Public Schools children come from around the world, speaking 100 different languages and creating a rich international diversity that benefits all students. Students with limited English proficiency receive English Language Learners (ELL) instruction from teachers through ELL programs available at many of the Seattle Schools. Bilingual Orientation Centers serve students new to the country, helping them to learn English as quickly as possible.

For a more complete overview of the variety of programs offered within the Seattle Schools, go to their website at: www.seattleschools.org and click on Enrollment Services to access the district handbook. Annual reports and school profiles can also be found on the SPS website.

First Central School, 1870
Third Avenue between Spring and Madison

Seattle School District Calendar 2016 – 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>First Day of School</td>
</tr>
<tr>
<td>September 11</td>
<td>Kindergartners first day of school (three-day delayed start)</td>
</tr>
<tr>
<td>October 13</td>
<td>State-In-Service Day (no school)</td>
</tr>
<tr>
<td>November 10</td>
<td>Veterans Day (no school)</td>
</tr>
<tr>
<td>November 20-22</td>
<td>Elementary Parent-Teacher Conferences (no school for elementary and K-8 students)</td>
</tr>
<tr>
<td>November 23-24</td>
<td>Thanksgiving Holiday (no school)</td>
</tr>
<tr>
<td>December 15</td>
<td>One hour early dismissal</td>
</tr>
<tr>
<td>Dec 18 – Jan 1</td>
<td>Winter Break (no school)</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King Jr. Day Holiday (no school)</td>
</tr>
<tr>
<td>Jan 31</td>
<td>No School (Possible snow make up day)</td>
</tr>
<tr>
<td>February 19-23</td>
<td>President’s Day Holiday (no school)</td>
</tr>
<tr>
<td>April 9 – April 13</td>
<td>Spring Break (no school)</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday (no school)</td>
</tr>
<tr>
<td>June 22</td>
<td>Last Day of School (1 hour early dismissal)</td>
</tr>
<tr>
<td>June 25-26</td>
<td>Possible snow make up days</td>
</tr>
</tbody>
</table>
Diversity in Seattle Public Schools

Like most other school districts, the Seattle Public School System hosts an incredible diversity of students. When we speak of diversity, we refer to the wide range of human differences, both in individual and groups, such as race, class, gender, sexual orientation, religion, disability, age, ethnicity, language, and learning style. As a tutor, it is important to be aware of and appreciative of such diversity. This section serves as a resource for learning about some aspects of diversity in our schools.

Diversity of Culture, Traditions, Language

The ethnic diversity of the Seattle Public Schools district is shown below (2015 – 2016):

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>358</td>
<td>.7%</td>
</tr>
<tr>
<td>Black</td>
<td>8,349</td>
<td>15.7%</td>
</tr>
<tr>
<td>Latino</td>
<td>6,540</td>
<td>12.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>8,077</td>
<td>15.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>248</td>
<td>0.5%</td>
</tr>
<tr>
<td>Mixed Race</td>
<td>4,990</td>
<td>9.4%</td>
</tr>
<tr>
<td>White</td>
<td>24,781</td>
<td>46.5%</td>
</tr>
<tr>
<td>Total</td>
<td>50,648</td>
<td>100</td>
</tr>
</tbody>
</table>

One can see that 53.5% of the students in Seattle Public Schools are students of color.

Culture is a set of beliefs, social norms, values, and customs of a racial, social, geographical or religious group of people. Students come from different families, cultures, and communities—each with its own set of values and beliefs. You will at some point work with students with different cultural backgrounds. It is critical to understand the culture of the student with whom you are working, as well as your own culture. Family and cultural background can greatly affect how your student learns and responds to you and how you behave as a tutor.

Becoming more culturally responsive. Cultural responsiveness is the ability to recognize the value of a culture different from one’s own and appreciate differences. To achieve greater cultural responsiveness:

- **Become aware of personal biases, assumptions, and stereotypes.** Everyone holds stereotypes of others so we are all biased in different ways. Identifying our own personal biases is the first step toward managing them. This is especially important in a tutoring relationship because a tutor’s perception of reality is filtered through these biases.

- **Learn more about other cultures.** In order to effectively confront cultural biases, one must learn more about those cultures. Good opportunities to learn about other cultures include literature, cultural centers, documentary films, and
interacting with people with different cultural backgrounds.

- **Increase interactions with different cultures.** Personal interactions and building relationships with others can develop one’s cultural competence. A tutor can facilitate a dialogue with their tutee where cultural information is flowing both ways.

**How does culture affect students in school?**
Every child’s first classroom is the home. The structure and way in which a child learns at home has a major influence on the way they learn best at school.

Understanding the values and traditions of your students’ cultures is essential to helping them learn. In a school setting, culture affects their:

1. Background knowledge—the experience and knowledge students bring to the classroom from home
2. Learning style—how students learn information and concepts
3. Behavior—how they make their way in the world; how they act and react to situations
4. Social skills—how they interact with others; their social habits

Because there are over 60 different ethnic groups represented in the Seattle public schools, children speak many different languages and have many different beliefs, values, and customs. Children from these diverse cultures must learn to acculturate—that is, live in both cultures. Each individual must honor the beliefs and habits of their own culture, while learning to respond to the beliefs and habits of the school culture.

**How can you best work with students from diverse cultures?**

- Help students understand the culture (values, customs, rules) of the school. Use role-play and scenarios to demonstrate rules. Talk about differences between home and school cultures.

- Learn about your students’ cultures. Visit a cultural community center. Use the Seattle Public Library to find literature, history, biography, and children’s books that relate to specific cultures.

- Encourage students to share information and stories about their families, communities, and cultures. Celebrate and honor students’ families and cultures through reading, writing, and learning activities.

- Be sensitive to the learning styles of students from diverse cultures. Many students come from cultures where learning is a shared, cooperative process.

- Provide English Language Learners instructions as needed
A Little Inspiration

From Pipeline tutors...

“I have learned a number of things about myself. Mainly it gave me the confidence to get things done and take risks. It gave me the chance to reach out to different people and different situations. I would not have been able to get this kind of experience in any other college class.”

“Pipeline has added to my academic life by allowing me to look outside my own realm where I realized the advantages I have had in my academic life.”

“It was such a great experience. I went into Pipeline thinking that education might be something I would want to pursue. I left knowing that this is what I might be called to do. I loved helping students and making a difference. I value my own education and I want others to receive the same opportunity.”

“There is something about being around children that is good for the soul. I am considering teaching children for the rest of my life now.”

Pipeline Project at the University of Washington • 23
“It gave me the chance to get my feet wet in a safe learning environment.”

“It was such an amazing experience! It really showed me that one person could make a huge difference.”

“It might seem like there's no point in "working" without getting paid, but it makes you realize that life isn't all about money. It [should be about] humanity.”

**From Others...**

“If you want to be important—wonderful. If you want to be recognized—wonderful. If you want to be great—wonderful. But recognize that he who is greatest among you shall be your servant...By giving that definition of greatness, it means that everybody can be great because everybody can serve. You don’t have to have a college degree to serve...You only need a heart full of grace. A soul generated by love. And you can be that servant.”

**Martin Luther King, Jr.**

“I don’t believe in charity; I believe in solidarity. Charity is vertical, so it’s humiliating. It goes from top to bottom. Solidarity is horizontal. It respects the other and learns from the other. I have a lot to learn from other people.”

**Eduardo Galeano**

"A human being is part of the whole, called by us 'Universe,' a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circles of compassion to embrace all living creatures and the whole of nature in its beauty."

**Albert Einstein**

"I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pay for a living ... the very purpose of life, and not something you do in your spare time or after you have reached your personal goals."

**Marian Wright Edelman**