

Chinese American Parents and Students Association (CAPSA)
2022-2023 Tutoring Program
Coordinator Guidelines

1. Eligibility for coordinators: Coordinators are expected to be on their best behavior. He/She must be enrolled in 9th grade or above in the 2022-2023 school year, have been a tutor/coordinator of CAPSA for a minimum of 2 years, or earned at least 100 service hours as a tutor or a coordinator with CAPSA. A minimum 3.40 unweighted GPA is required for all coordinators. All new or returning coordinator applicants must provide a copy of their most recent report card and a short essay. An interview with the CAPSA administrative team will be conducted before the end of the school year.
2. Coordinators are required to attend all 2022-2023 CAPSA tutoring sessions, except for a maximum of three excused absences. If a coordinator is unable to attend a planned session or meeting, he/she should fill out the absence form as soon as possible. A link of the form can be found on CAPSA's webpage. <https://www.capsa-mc.org/resource>

2022-2023 session dates are as follows:

9/10/2022*	11/5/2022	1/21/2023	3/18/2023
9/17/2022*	11/12/2022	1/28/2023	3/25/2023
9/24/2022	11/19/2022*	2/4/2023	4/15/2023
10/1/2022	12/3/2022	2/11/2023	4/22/2023
10/8/2022	12/10/2022	2/18/2023*	4/29/2023
10/15/2022	12/17/2022	2/25/2023	5/6/2023
10/22/2022	1/7/2023	3/4/2023	5/13/2023
10/29/2022	1/14/2023	3/11/2023	5/20/2023

3. Tutoring session hours are 10am-12pm on Saturdays. Coordinators are required to be prompt and signed in by 9:50 am. If they have chronic attendance, tardiness or behavior problems, they may be removed from the coordinator position.
4. Coordinators are required to attend four special sessions in addition to the regular tutoring sessions. The tentative dates are as follows:
 - 9/10/2022 Coordinator Workshop 10am-11am
 - 9/17/2022 Tutor training 9:30am-9:55am
 - 11/19/2022 Staff/coordinator meeting 9:15am-9:55am
 - 2/18/2023 Staff/coordinator meeting 9:15am-9:55am

Tutoring sessions for the 2022-2023 school year are yet to be determined whether to be held virtually via Zoom meetings or in person at Robert Frost Middle School. The Administrative team of CAPSA will make a decision and communicate with the CAPSA community before the end of the school year in June 2022. In the event that tutoring sessions are held in person, the following guidelines are also applicable.

5. CAPSA coordinator shared facility rental fee is \$20 for each coordinator. CAPSA membership is free.

6. Coordinators need to dress and act appropriately for a teaching environment.
7. Coordinators are responsible for contacting the tutors and tutees of their group for emergency announcements.
8. Tutoring service is held at Robert Frost Middle School, 9201 Scott Drive, Rockville, MD 20850.
9. For more information, schedule changes and cancellations, please check the CAPSA website at www.capsa-mc.org, or send the email to president@capsa-mc.org
10. Parents of coordinators may be asked to monitor the tutoring sessions as needed.

CAPSA Tutoring Program Coordinator Job Description for Virtual Sessions

1. Tutor and tutee match-ups
2. Coordinators are responsible for ensuring that every tutee has a tutor. By 10:10 am, everyone should be settled into pairs. Whenever possible, coordinators should avoid giving tutors more than one tutee (two max). Coordinators are expected to teach if there is a shortage of tutors. At times, it may be necessary to swap/share tutors with other groups. Try to maintain the same tutor and tutee match-ups every week.
3. Provide training and evaluation for tutors
4. Many tutors are earnest but inexperienced. All tutors should attend the mandatory tutor training by the K-12 Director or the Lead Coordinators. Coordinators should get to know all the tutors in their group, gauge their ability to teach, and help them, if required.
5. Manage groups
 - a. The basic duty of a coordinator is to make sure his/her group is functioning smoothly and be aware of the situations going on in his/her group. Coordinators should be available to offer help for tutors and tutees, apply problem solving skills as needed, and seek help from adult volunteers if a problem is urgent or persistent.
 - i. Socializing groups
Coordinators need to separate pairs that continually stay off task. If tutors/tutees refuse to cooperate, report cases to their mentor or K-12 Director.
 - ii. Unruly tutors/tutees
Uncooperative tutors or tutees can usually be kept in check by separation or reprimand. Report to adult volunteers if the situation does not improve.
 - iii. Tutees without homework
Tutees are encouraged to bring school materials to CAPSA. Learning resources are available to each group. Tutors can encourage discussions and create activities after reading books. Encourage tutors to improve tutees' capabilities and make full use of the session.
 - iv. Problem sheet
Use your judgment to decide whether a situation is severe enough for a formal warning. If it is, report the problem to his/her group mentor or K-12 Director to issue a problem sheet.

CAPSA Tutoring Program Coordinator Job Description for In Person Sessions

1. Site preparation and clean-up
2. Upon arriving at the CAPSA tutoring facility, coordinators should proceed to the back room to help carry out boxes of books and teaching materials, copier, and other important items and clearly lay out sign-in books and placards for the tutors and tutees in their groups within the assigned areas. At the end of the tutoring session, coordinators should return all materials to the CAPSA cabinet and check that the area is clean.
3. Tutor and tutee match-ups
4. Coordinators are responsible for ensuring that every tutee has a tutor. By 10:10 am, everyone should be settled into pairs. Whenever possible, coordinators should avoid giving tutors more than one tutee (two max). Coordinators are expected to teach if there is a shortage of tutors. At times, it may be necessary to swap/share tutors with other groups. Try to maintain the same tutor and tutee match-ups every week.
5. Monitor for attendance
6. Coordinators will monitor tutor and tutee attendance and prepare attendance records online for each week. Tutor and tutee record sheets should be distributed during break and collected and signed by lead coordinator by the end of the tutoring session. Coordinators should ensure that the tutee record sheets are fully completed by tutors. These records will be used to fill out the Student Service Learning Verification forms for tutors at the end of each semester.
7. Provide training and evaluation for tutors
8. Many tutors are earnest but inexperienced. All tutors should attend the mandatory tutor training by the K-12 Director or the Lead Coordinators. Coordinators should get to know all the tutors in their group, gauge their ability to teach, and help them, if required.
9. Manage groups
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Uncooperative tutors or tutees can usually be kept in check by separation or reprimand. Report to adult volunteers if the situation does not improve.
 - iii. Tutees without homework
Tutees are encouraged to bring school textbooks to CAPSA. Reading books and workbooks are available to each group. Tutors can encourage discussions and create activities after reading books. Encourage tutors to improve tutees' capabilities and make full use of the session.
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