



CRLA ITTPC:  
BASIC  
REQUIREMENTS

# General Requests:

If you need a break before I call one, take it!

Write your questions down; there'll be time.

If you don't understand activity directions, ask.

# Four Corners

1. I have a certified program and I did the application.
2. I had a certified program, but I don't right now.
3. I am in the process of getting certified for the first time.
4. I know very little about CRLA certification.

In your groups, introduce yourself. Then we'll mix things up...

# Workshop Agenda



Discuss ITTPC



Review the 4 criteria  
for certification

*(Requirements and  
options...)*



Review the application process



Tutoring Analysis



Discuss tips and tricks for applicants

# Why train our tutors?

A sampling of results:

**Chadwick (2004)**:tutors trained in communication techniques produce more successful students.

**King, Staffieri, & Adelgias(1998)**: tutors who are taught structural interactions and scaffolding techniques produce more successful students.

**Sheets (1994)**and **Rings & Sheets (1991)**trained tutors more effectively respond to common tutoring issues.

# Why seek ITTPC certification?

Cost effective

Increases recognition, visibility & credibility of program and tutors.

Documents your program & initiatives

Sets standards & guidelines for training

Offers pathway for tutor development

Recognizes individual experience and training

Gives opportunity to share best practices

Endorsed by  
CLADEA

30 years of  
best practice  
experience

You don't have  
to be a CRLA  
member to  
seek  
certification  
for your  
program!

# Three Stages and Three Levels

## Stage = Length

All programs move through all stages. Each level begins at Stage One.

### ● Stage One:

New Programs / Levels  
*1-year certificate.*

### Stage Two:

Reflection Renewal  
*3-year certificate.*

### Stage Three Re-certification

*5-year certificate.*

## Level = Depth

Programs have a choice about the depth of the training. Must be sequential.

### Level 1: Certified

*Basic Tutoring "HowTo"*

### Level 2:

Advanced Certified

*Psychosocial & selfreflective components*

### Level 3:

Master Certified

*Management and metacognition*

# Application Fees as of 2019:

## Application fee schedule:

- One level at a time: \$150
- Two levels at a time: \$250
- Three levels at a time: \$350



(applies to new, reflection/renewal, and re-certification applications)

## Application fee for multiple campus/multiple program:

One level: \$150 primary + \$50/additional campus and/or program  
Two levels: \$250 primary + \$100/additional campus and/or program  
Three levels: \$350 primary + \$150/additional campus and/or program

**Late Application Fee \$100.00**



# Possible Timelines:

There is no “right way” to do your certification timeline.

- Submit all three levels at the same time.  
Start at level 1, then add other levels as they go.  
Start and stay at level 1, without ever adding other levels.

Just remember:

Each level BEGINS at Stage One.

We will help you align your certificates if you need us to.

# Components of Program Certification



PROGRAM NARRATIVE



REQUIRED PROGRAMMATIC  
COMPONENTS  
SELECTION-TRAINING-EXP-EVAL



BIBLIOGRAPHY

# The RunDown: Four Criteria

## Selection

Includes: Interview, Recommendation from knowledgeable other, A/B grade (or justified equivalent experience).

## Training

At least 10 hours per level. Attendance is tracked & aggregated. Covers specific topics. Includes assessment.

## Experience

At least 25/50 hours direct tutoring experience per level. Tracked and aggregated per tutor. Non-cumulative across levels. Not SI.

## Evaluation

Done on a schedule, in part by a knowledgeable other. Based on training standards. Results known to tutor.

# A little more about training...

Tutors should:

- Attend a core set of topics for the min. requirements.  
Cover ITTPC-recommended topics for at least 30 minutes each.  
Attend to training tasks for at least the minimum amount of time.  
Complete the requirements for one level before moving to the next.  
Have opportunities to be assessed and reflect on their practice, throughout training and after.

# ITTP Recommended Topics at Level 1:

Definition of tutoring and tutor responsibilities

Basic tutoring guidelines (do's and don'ts)

Techniques for successfully beginning and ending a tutor session

Adult learners, learning theory, and/or learning styles

Assertiveness and/or handling difficult students

Role modeling

Setting goals and/or planning

Communication skills

Active listening and paraphrasing

Referral skills

Study skills

Critical thinking skills

Compliance with the ethics and philosophy of the tutor program,

Modeling problem solving

Other (please specify)

# ITTP Recommended Topics at Level 2:

Review of Level 1 topics (Required for all programs at this level)

1. Use of probing questions

1. Brain Dominance Learning

1. Cultural awareness, inter-cultural communications, diversity and/or special needs students

1. Identifying and using resources

1. Tutoring in specific skill and/or subject areas

1. Assessing or changing study behaviors

1. Other (please specify) or substitution of one topic from Level 1 (not used before) or from Level 3 (include justification/need for substitution)\*

# CRLA Training Topics and Standards

Each level has up to 15 ITTPC-  
recommended topics:

Level 1 programs must choose  
eight

Level 2 programs must choose five  
(4 plus a review)

Level 3 programs must choose five  
(4 plus a review)

Each topic has:

a set standard (general knowledge)  
flexible outcomes (specific skills  
and behaviors)

Recommendations regarding  
assessment

# Standards, Outcomes and Assessments:

- **Standards**- the broad knowledge and skills to know/be  
“Tutor is... Tutor can...”
- **Outcomes**- The specific behaviors/skills/information you want used in tutoring  
“Tutor does... Tutor is able to...”
- **Assessments**- The specific activities that show how you measure the effectiveness of your intended outcomes  
“Tutor will...”

NB: ITTPC gives you standards, flexible outcomes, and possible assessments!



# A little bit more about experience..

Tutors should:

- Tutor concurrent with training or immediately after  
Tutor for their experience hours (not just observe)  
Document tutoring time promptly and consistently  
Count sessions according to time spent, not number of students  
Restart the “experience clock” for each new level

NB: there is an alternative calculation process for multi-tutor sessions...

QUESTIONS  
TO  
CONSIDER...

What is the purpose of your tutor program?

Who does your program serve?

Does your program have a mission statement?

How many tutors will you hire/employ?

At which level(s) do you want to certify?

# Define Your Program

# Short Break

Take a few minutes to stretch! Coffee?

Next up: Application process, Tips and Tricks

# Options for running multiple levels at once.

Pre-semester meetings plus mid-term meetings.

Pre-semester training days.

Monthly meetings, off-set weeks.

Staggered start for each level.

Sequential start.

Mixed pacing.

Level 1 in fall, Level 2 in Spring, etc.

Weekly or biweekly concurrent meetings for each level.



Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7

Staggered:



Concurrent:



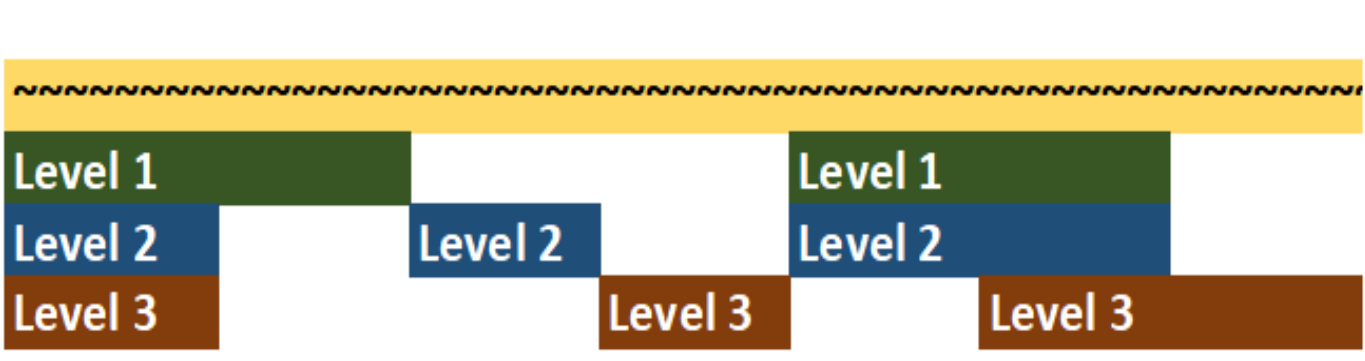
Offset weeks:



Sequential:



Mixed offset sequence:



# Where are we now?

Hiring | Training | Experience | Evaluation

# Applying for Certification



# Application Process

Application completed.

You carefully completed the application, and uploaded all required materials.

Click “Save and Submit” on the application.

Application fee paid.

Pay appropriate fee based on application type.

- Credit card
  - Invoice
  - Phone
- Check

Note: you can “pre-pay”

Application reviewed.

ITTPC reviewers evaluate the application using a standardized process.

They submit recommendation to coordinator who approves/denies.

Certificate issued.

If approved:

- Letter
- Certificate
- Template
- Feedback

6 months prior to certification expiry, the program is sent a reminder to renew.

# Who are our reviewers?

Current or retired tutor training program administrators.

Representing 16 U.S. states and 1 Canadian province.

From 25 different institutions  
*including universities, 4year colleges, and community colleges*

Half of the team have been reviewing for over a decade.

We add new reviewers every year!



# Creating an application:

Go to CRLA.net and select "Certifications" > ITTPC

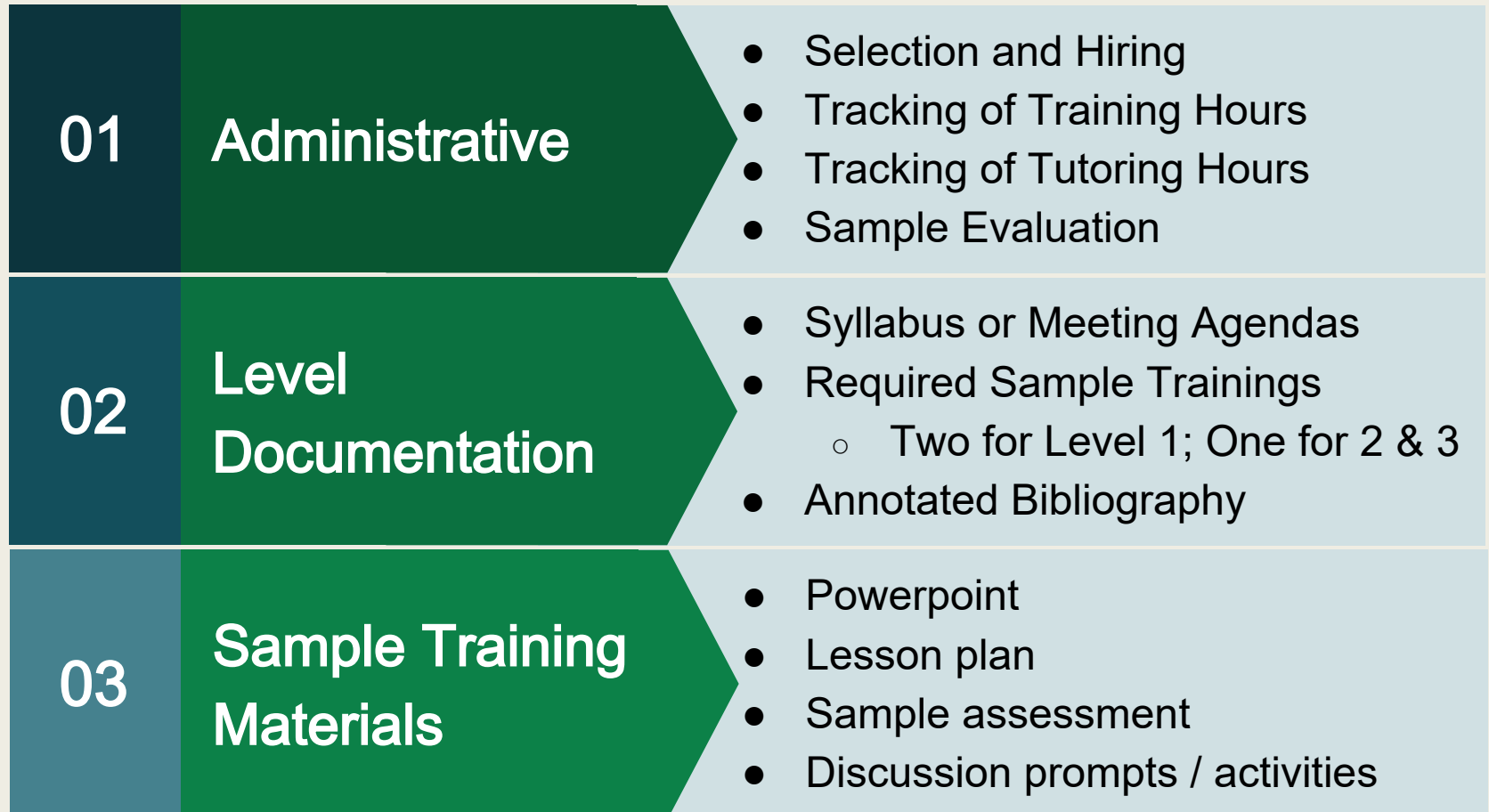
You create the application, including the application password. Then save.

Then log into the application using your email address and the password you set.

*(Password is the same for all contacts on the application).*

<http://crla.net/index.php/certifications/ittpc-international-tutor-training-program>

# Stage One and Stage Three Documentation:



# Stage Two Documentation:

Any forms that have changed since Stage 1.

Any training lessons that have changed since Stage 1.

Tracking form samples.

Updated annotated bibliography.

You are also encouraged to show us any updated materials you created as a result of feedback from the reviewers.

# Additional components:

## Copyright Compliance statement.

- Tell us what you use, and how you comply with copyright. You must comply with copyright on: books, articles, videos, photos, etc.

## Annotated Bibliography.

Tell us what you use for source material, and how you use/used it.

Demonstrate that you're using research and a strong theoretical basis for your training topics and sessions!

**If there's a  
problem...**

**There's a process**

The reviewers confer, outlining areas where they need more information.

They send a contact form via email to the primary contact on the application.

You have a maximum of 60 days to make amendments.

The application is rereviewed.

# Common mistakes to avoid:

Overly-verbose narrative.

Lack of copyright compliance.

Annotations incomplete or missing.

Summary doesn't match lesson plans.

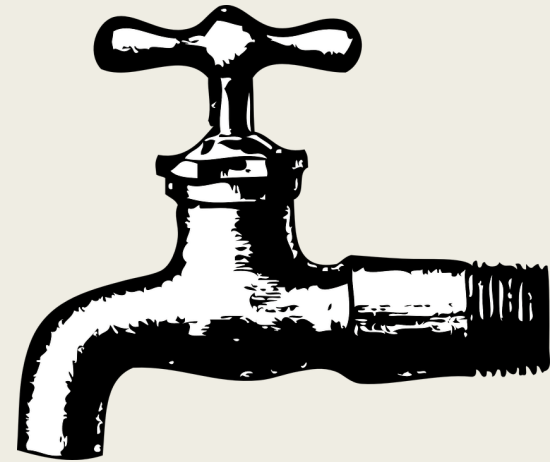
Training samples not submitted.

Blank attendance sheets and/or tutor tracking forms.

No training attendance documentation.

Evaluation doesn't match training outcomes.

Evaluation doesn't involve more-knowledgeable other.





# Debrief:

1. Who will track training attendance and completion? What process will be used to track attendance and completion?
2. Will you accept “equivalent experience?” What counts?
3. What will you do if a tutor misses a training session?
4. What will you do if a tutor has completed training but not experience?
5. Will you have guest speakers/facilitators? How will you manage their sessions?
6. What will you do when you have a tutor who has attended all the training session requirements, but has still not demonstrated good tutoring skills?
7. Who will you accept recommendations from? Why?

# Recommendations:

Implement and make changes before submitting.

Have a colleague read your application to check cogency.

Save your work often (and make a backup copy).

Create a training timeline.

Submit your application 3-4 months prior to when you want approval.

If you have questions about the requirements, please ask!  
(s.oneil@crla.net)

# Questions?

Got a burning question?

Ask now!

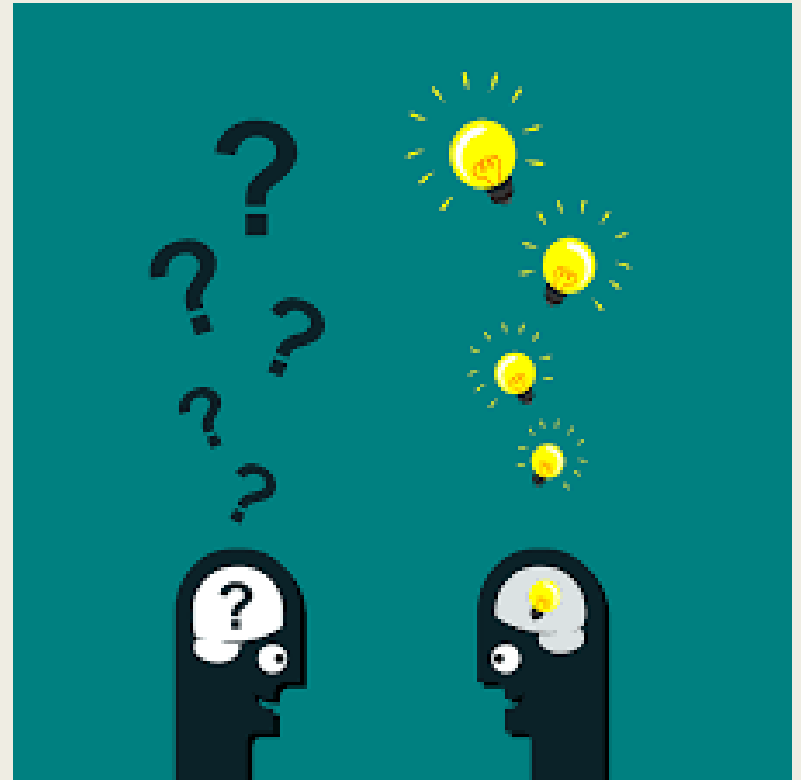
Think of something later? Ask!

Me or Shawn

A reviewer

A colleague

LRNASST



# Quiz Time!

What is the difference between Level and Stage?

How many total hours of training are required for a tutor to complete level 2?

True/False:

Tutors must complete training before they can tutor.  
The tutor supervisor needs to facilitate every training.  
Attendance sheets are required with your application.  
The evaluation component can be met by administering a tutee survey.  
Supplemental Instruction does not count as tutoring.  
CRLA Standards are general statements of knowledge or skills around a given topic.