

TUTORS AND TUTORING

Teachers are expected to give extra help at their convenience during the academic day or in the evening to students who are experiencing difficulties in their courses. It is not expected that Choate teachers will ever be paid for extra help – whatever the topic, whomever the student – during the academic year. Even though extra help is provided by teachers, we recognize that sometimes parents will feel it is necessary to hire a professional tutor for their child. (The Assistant to the Director of the Teaching and Learning Center maintains an informal list of tutors in the area.) However, such supplemental support should never replace or supplant extra help with a teacher. When a tutor is hired, the School expects that parents will share with a student's teacher and dean the name and contact information of the tutor, so that the tutor and teacher can work together, as necessary, to further the student's learning. It is also expected that parents will share with the tutor the School's guidelines on tutoring. Disciplinary cases have taught us that tutors (and parents) need to know what we consider an acceptable level of help from someone who is not the teacher. A tutor (or parent) should contact the teacher or dean if she or he has any questions about what constitutes appropriate help. If the tutor plans to come to the School to meet with the student, in the interest of campus and student safety, we request that parents provide the dean with the name, contact information, and proposed meeting time for the tutor and student. Tutors are permitted to meet with students in the library, although the library does not reserve rooms for that purpose. Tutors are NOT permitted to make use of other campus facilities (e.g. the dining hall).

TUTORING GUIDELINES

The following list of do's and don'ts, while not exhaustive, should provide parents and tutors with sufficient direction to avoid violations of our Honor Code. It is expected that parents will follow these guidelines and will provide tutors with a copy of these guidelines that they, too, will follow. Any questions about these guidelines or about the assistance being provided to a student, be it by a parent or tutor (or perhaps even a fellow student), should be directed to the student's teacher or form dean. General guidelines: • Any assistance from a tutor (parent or other source) must be acknowledged by the student. • Departmental guidelines on the use of outside sources must be respected by the tutor. Tutors can offer the following assistance: • assist students at any stage of the writing process: pre-writing, drafting, revising, etc.; • assist with brainstorming for ideas by asking open questions; • encourage students to consider other choices in usage, diction, presentation and order of ideas, introductions, conclusions, etc.; • encourage students to edit and proofread carefully; • solve problems similar to those assigned for homework but not those actually assigned; • review specific points of grammar, punctuation, and mechanics; • review formulae, their derivation and manipulation; • direct students toward appropriate print and web resources as allowed by the teacher, course, and/or department; • answer specific, focused questions about grammar, style, tone, usage, vocabulary, formulae, etc., but not specific questions about an assignment; and • encourage students to get clarification of assignments from the teacher. Tutors are not to provide the following assistance: • do a student's written work; • write sentences, paragraphs or papers for students; • supply thesis statements or conclusions on papers; • supply purposes or conclusions on lab reports; • correct errors of fact, content, etc.; • complete calculations for students; • interpret data or results from a lab exercise; • create tables or graphs for a lab exercise or homework assignment; • translate significant passages of a foreign language; • tell students what grade they should receive; and • write college application letters, etc.