# Application for Tutor Program Certification under the Canadian Tutor Standards

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| Name of Institute: | |  | |
| Name of Program: | |  | |
| Name of Primary Applicant: | |  | |
| Contact Email for Primary Applicant: | |  | |
| Primary Applicant’s Signature: | |  | |
| Agreement  There is no cost involved in the certification process, but it does rely on a collegial system of mutual peer support. **By submitting this application, you and your institute agree to nominate two people who will be expected to review two other applications in turn.**  When reading their first application, each nominee will be assigned as the secondary reviewer. For their second review, each will be assigned as the primary reviewer, as part of the mentorship process. | | | |
| Name of Nominee 1: |  | Name of Nominee 2: |  |
| Contact Email for Nominee 1: |  | Contact Email for Nominee 2: |  |
| Nominee 1’s Signature: |  | Nominee 2’s Signature: |  |

When seeking certification for a tutor program, applicants must directly engage with and address each of the questions/prompts in the following six sections. You are expected to provide examples or evidence of how the tutor program meets the guidelines, or to explain why those requirements may not be appropriate or pertinent to your tutoring operation.

Materials required in addition to these responses:

* Learning Outcomes Map (as outlined at the end of this document)
* Tutors’ job postings or descriptions (as an appendix)

For more information about the Canadian Tutor Standards, the CTS Committee, and the application process, please consult <https://learningspecialists.ca/canadian-tutor-standards/>.

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| Please provide a description of the program. This should provide the reviewers with an overview of when the program was established, how the tutoring program fits within the postsecondary institution’s structure, the aims and service model of the program, the participants, the length and nature of delivery (e.g., in-person, online, synchronously, asynchronously, in workshop format, in talking-circles format, etc.), and the means of assessment. Please provide a web link to the program if applicable. Not to exceed one page. |
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| Section 1: Program Infrastructure | | | |
| This section examines both the tutor training and the tutoring program's structure, administration, and compliance with legal and ethical standards. | | | |
| Item | Question | Applicant’s response | Reviewer’s notes |
| 1.01 | Please indicate any particular institutional needs to consider when offering tutoring support, such as type of institution (e.g., college or university, undergraduate or graduate), culture or demographics. |  |  |
| 1.02 | The CTS does not certify learning centres as a whole, but it does recognize the work of training tutors and the work of tutoring learners. Which of these programs would you like the CTS to certify? |  |  |
| 1.03 | Of the following, what types of tutoring or training does the program in question support? Please indicate all that apply.   * Tutor training and development (only) * Learning-how-to-learn skills and learning strategy * Subject-specific content * Writing and communication support * Other (please specify) |  |  |
| 1.04 | As applicable, what is the administrative structure that supports tutor training and development? Please include information about which units and positions are involved and how they are qualitied to do so (e.g., knowledge, skills and abilities). |  |  |
| 1.05 | As applicable, what is the administrative structure that supports tutoring services? Please include information about which units and positions are involved and how they are qualitied to do so (e.g., knowledge, skills and abilities). |  |  |
| 1.06 | If your tutors are employees of your postsecondary institution, do they also hold official evaluative or grading responsibilities? |  |  |
| 1.07 | If they do have both supportive and evaluative responsibilities, please indicate how your program avoids potential conflicts of interest or bias. |  |  |
| 1.08 | How does the program meet institutional requirements for FIPPA confidentiality, student rights and rules, and institutional and HR policies and procedures? How are records and files protected? |  |  |
| 1.09 | In this program, how are tutors, staff and others involved remunerated and recognized for their time and effort in training and tutoring provision? |  |  |
| 1.10 | What responsibilities do tutors have as part of their employment? What other roles/responsibilities (e.g., as teaching assistants) do they hold? |  |  |
| 1.11 | In what ways are your hiring processes designed to be equitable? |  |  |
| 1.12 | How are identified learner needs (i.e., those of the population your tutoring is designed to help) supported in the hiring process? |  |  |
| 1.13 | What types of references are required for hiring or tutoring? (e.g., do tutors need a faculty reference, proof of academic achievement, etc.) |  |  |
| 1.14 | What employment standards and/or agreements are already in place (e.g., policies and HR practices for hiring within the institution)? How are union-related issues that may affect tutors addressed? |  |  |
| 1.15 | How do you advertise and promote the tutoring, and to which groups on campus? |  |  |

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| Section 2: Learner Needs Analysis | | | |
| In this section and throughout, “learners” refers to users of the tutoring program, not the tutors undergoing training or offering support through the program. | | | |
| Item | Question | Applicant’s response | Reviewer’s notes |
| 2.01 | Why is this tutoring required, and how do you know? How did you determine the need for this program? What specific demographics that might have special needs have you considered? |  |  |
| 2.02 | Which units and positions were involved in completing the needs analysis? In what ways are they qualified to do so (e.g., knowledge, skills and abilities)? |  |  |
| 2.03 | How are learner needs represented in the program objectives, design, services, content and assessment methods? |  |  |
| 2.04 | How are learners’ tutoring needs and objectives determined and recorded when they book a tutor or use tutoring services? |  |  |
| 2.05 | What measures have been taken to ensure inclusivity and accessibility? |  |  |
| 2.06 | Are there any restrictions on the tutoring services? If so, why? |  |  |

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| Section 3: Tutor Training Curriculum | | | |
| This section engages with the subjects and methods used in tutor training; the subsequent section addresses the delivery of this curriculum and further tutor development. | | | |
| Item | Question | Applicant’s response | Reviewer’s notes |
| 3.01 | Of the outcomes and competencies listed in the Learning Outcome Map, which are considered most important and why? How are they linked to the assessment of learning outcomes and program evaluation? |  |  |
| 3.02 | How has the curriculum been designed to support and assess the tutors’ achievement of these learning outcomes and competencies? Please give a brief overview of the time tutors spend in this training and how they engage. |  |  |
| 3.03 | How are tutors’ learning materials developed or chosen for the course or training? |  |  |
| 3.04 | How do you maintain relevance to ensure that current academic, social and cultural needs are being met for tutors and learners? |  |  |
| 3.05 | In what ways have professionalism, the development of an ethical disposition (including academic integrity), and the need to maintain privacy been represented within the program design? |  |  |
| 3.06 | What processes are included to help a tutor to understand and apply boundary maintenance, effective communication, problem solving, and conflict resolution? |  |  |
| 3.07 | How have the principles of Universal Design for Learning (UDL) been incorporated into the training curriculum? |  |  |
| 3.08 | How have the needs of diverse students; the principles of justice, equity, diversity and inclusion (JEDI); awareness of Indigenous issues; interculturality; and neurodiversity been incorporated into the training curriculum? |  |  |
| 3.09 | How have learning-how-to-learn skills and learning strategies been incorporated into the training curriculum? |  |  |
| 3.10 | How are tutors supported with skills and resources to deal with situations outside of the tutor role, such as referring a student to health and wellness supports, crisis intervention contacts, and other services? |  |  |

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| Section 4: Tutor Development | | | |
| This section engages with how the tutors learn the fundamentals and further develop their skills. | | | |
| Item | Question | Applicant’s response | Reviewer’s notes |
| 4.01 | If you engage other faculty or staff within the institution to join in the delivery of parts of this program, how do you do this and why? |  |  |
| 4.02 | Are the curriculum overview and learning outcomes for tutors provided at the beginning of their training process? |  |  |
| 4.03 | How are tutors assessed and given feedback in their training? |  |  |
| 4.04 | What learning resources are provided and when? |  |  |
| 4.05 | To what extent, if at all, does your tutor training focus on subject-specific content? |  |  |
| 4.06 | How are the training modules delivered (e.g., in-person, online, synchronously, asynchronously, in workshop format, in talking-circles format, etc.) and why? |  |  |
| 4.07 | What happens if a tutor misses or falls behind in training or in submitting assessments? What, if any, alternatives are in place? |  |  |
| 4.08 | Are the procedures for monitoring and evaluating the program clear? Are the roles and responsibilities for monitoring and evaluating the program clear? |  |  |

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| Section 5: Assessment of Tutors’ Learning Outcomes and Competencies | | | |
| In this section, you are asked to explain how tutors are evaluated in their learning and work, in relation to the Learning Outcome Map. | | | |
| Item | Question | Applicant’s response | Reviewer’s notes |
| 5.01 | What communication, monitoring and reporting systems are in place to support tutors’ progress? |  |  |
| 5.02 | In what ways are tutors engaged in reflecting on their learning throughout the program? |  |  |
| 5.03 | What methods and rubrics are being used to assess tutors’ learning outcomes? |  |  |
| 5.04 | How do you determine how well tutors’ learning outcomes are aligned with the learners’ needs analysis? |  |  |

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| Section 6: Tutoring Program Monitoring and Evaluation | | | |
| This section focuses on the methods you use to understand how your tutoring program supports learners. | | | |
| Item | Question | Applicant’s response | Reviewer’s notes |
| 6.01 | What monitoring and evaluation methods are being used to provide insight into the achievement of program goals? |  |  |
| 6.02 | How are evaluations of the tutor training used to improve the tutoring program? |  |  |
| 6.03 | How are the tutor program and the tutors’ effectiveness evaluated? Please indicate both quantitative and qualitative methods. |  |  |
| 6.04 | What data is being collected to ensure that learner needs are being met? |  |  |
| 6.05 | How is data being used to inform the program administrators, staff, tutors, and students about the effectiveness of the tutoring program? |  |  |
| 6.06 | How are the evaluation and assessment methods aligned with the learner needs analysis? |  |  |
| 6.07 | What processes are in place for continuous program improvement? |  |  |

## Learning Outcome Map

Learning outcomes are clear statements that describe the competences that learners should possess upon completion of a course (Simon and Taylor, 2009; Anderson et al., 2001; Harder, 2002; Kennedy, 2007). Effective learning outcomes indicate what successful learners should know, value or be able to do by the end of the course or program, as well as the level of understanding of learning that is expected. They are assessable, written from the learners’ perspective, focused on what learners can expect to achieve if they have learned successfully. To be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to learners’ minds.

For further help with writing learning outcomes, please see: <https://otl.uoguelph.ca/system/files/Writing%2C%20Revising%20and%20Refining%20Course%20Learning%20Outcomes.pdf>.

In the Learning Outcome Map Template (next page), please provide an overview of the learning outcomes that you, as program developer(s) have identified as evidence for meeting the Canadian Tutor Standards. Suggested themes include:

* Bloom’s Taxonomy
* Critical thinking skills
* Effective communication
  + Active listening
  + Reflecting
  + Reframing
* JEDI principles or alternatives
* Learning how to learn
* Problem solvingProfessionalism
  + Ethics
  + Confidentiality
  + Academic Integrity
* Referral skills
* Reflective thinking
* Self-care
* Setting boundaries

## Learning Outcome Map Template

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| Learning Outcomes | Learning Outcome Support Activities | Assessment of the Learning Outcomes |
| List each learning outcome on a separate row; add rows to the table as needed. | Describe the activities that support the achievement of the specific learning outcomes. | Describe the method of assessment used to measure achievement of the learning outcome: how does the instructor and the learner know if it has been achieved? |
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