Remote Integrated Tutoring Education **(RITE)** Program Toolkit

RITE toolkit compiled and developed by RITE Coordinators: Courtney Cavendish, Rabia Mahmood, Sabrina Nguyen and Emma Sawyer in Spring/Summer 2021.

*RITE Logo developed by Emma Sawyer

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BRIEF HISTORY & SUMMARY OF CONTENTS

RITE History/ Background

In October 2020, the Primary Prevention Mobile Health Unit (MHU), through the University of Arizona, and Arizona Area Health Education Centers (AHEC) began collaborating to mitigate the unexpected burdens from the transition from in-person learning to remote learning resulting from the COVID-19 pandemic. While providing primary care prevention resources to children and family members, MHU team members learned that many children did not have the computer experience or resources to exceed in online school. The students, predominantly from underserved communities in metro Phoenix, needed extra support, something like a mentor or a tutor. The MHU approached community partners at AHEC to find a solution. RITE (Remote Integrated Tutoring Education) is a product of this relationship. Today, the RITE Program continues to grow and transition based on community priorities.

The RITE Program is a tutoring program, rooted in public health principles, providing opportunities for high school students to tutor elementary students in their same zip code. Undergraduate public health students (though an application process) serve as RITE Coordinator(s) each semester as a component of their internship. The coordinators work directly with the school personnel to identify tutors (high school students) and tutees (elementary students) who will benefit from tutoring. High school student tutors are often selected through the Future Teachers Club at their school. After selecting tutors, the coordinator provides RITE tutors with an hour orientation, training tutors on core public health concepts and tutoring practices. The coordinator position may also be absorbed by partnership organizations interested in adopting the RITE Program.

A long term goal of the RITE Program is the creation of a sustainable, low-cost, community-driven mentorship program at two levels. As elementary students benefit from the RITE program, elementary students are inspired to provide a similar level of mentorship years down the road as high school students. RITE tutors, high school students, develop mentorship relationships with RITE Coordinators, college students, who introduce the tutors to higher education opportunities at the University of Arizona and core public health concepts.

The RITE program framework is adaptable based on community priorities, student skillset (elementary, high school and undergraduate), and organization capacity.

RITE Goals

1. Foster community mentorship between high school students and elementary students
2. Introduce students at all levels to core public health concepts to enhance community health
3. Inspire future educators to pursue higher education opportunities

Summary of Content

The toolkit provides materials for schools and partner organizations to implement the RITE Program. Items include: sample budget, pre-and post- surveys for elementary and high school students, the training for high school tutors, parent letter, and permission slips.

TASKLISTS & PRE- AND POST PROGRAM SURVEYS

High School Student Survey (RITE Tutor)

Pre-Program Survey: https://forms.gle/NyUFPTGnNboeg9AV6
Post-Program Survey: https://forms.gle/wuDdW2zBJrEaapJY7

Elementary School Student Survey

Pre-Program Survey: https://forms.gle/H85Yu5mGeUEfFt7u9
Post-Program Survey: https://forms.gle/FWBbjUQ9pboP58kY6

First Two Weeks of Program Task List:

☐ Schedule and host tutor training

☐ Detail instructions and process to obtain fingerprint clearance status (high school/ university students) and ensure fingerprint status is process successfully

☐ Purchase/ acquire supplies (detailed in budget)

☐ Distribute Pre-Program Survey to students

☐ Provide a tour of school grounds to tutor staff

☐ Introduce teaching staff to tutors

○ Finalize contact list – name, cell phone ,and e-mail (teaching staff, tutors, tutor guardians, elementary student guardians, RITE Coordinators)

Last Two Weeks of Program Task List:

○ Distribute Post-Program Survey to students

○ Schedule and host final meeting with school staff, administrators, and parents to gather feedback and on RITE experience

○ (Optional) Gather quotes from students about their RITE experience

BUDGET

The RITE Program Budget outlines expected costs and optional stipends for both high school student tutors and the Program Coordinators. Please note this is an example budget and costs are estimated.

RITE Summer 2021 Program Budget (not including stipends)

Item	Estimated Cost (Varies)			
	One student	5 students	10 students	15 students
Fingerprint Clearance Cards (Optional) HS Tutor Stipends	$65	$325	$650	$975
T-shirt Cost	$10.00	$31.20	$62.40	$93.60
Tutor and Student Name Tags (30- Count)	$0	$1.68	$1.68	$1.68
Tutor Notebook	$1.00	$5.00	$8.80	$13.20
Pencils (24-Count BIC)	$0.00	$5.01	$5.01	$5.01
Certificate of Completion (Optional) Stipend for Coordinators	$0	$0	$0	$0
Totals	$76	$368	$728	$1,088

Stipends are optional for RITE tutors and program coordinators. During the RITE pilot program, undergraduate coordinators received a $500 stipend and high school tutors received a $250 stipend. Stipends for three program coordinators is included in the budget.

RITE Summer 2021 Program Budget (including stipends)

Item	Estimated Cost (Varies)			
	One student	5 students	10 students	15 students
Fingerprint Clearance Cards	$65	$325	$650	$975
(Optional) HS Tutor Stipends	$250	$1,250	$2,500	$3,750
T-shirt Cost	$10.00	$31.20	$62.40	$93.60
Tutor and Student Name Tags (30- Count)	$0	$1.68	$1.68	$1.68
Tutor Notebook	$1.00	$5.00	$8.80	$13.20
Pencils (24-Count BIC)	$0.00	$5.01	$5.01	$5.01
Certificate of Completion	$0	$0	$0	$0
(Optional) Stipend for Coordinators	$500	$2,500	$5,000	$7,500
Totals	$826	$4,118	$8,228	$12,338

REGISTRATION FORMS

Tutor Registration Forms*

- Phoenix - English
- Phoenix - Spanish
- Tucson - English
- Tucson - Spanish

*Registration forms are examples only. Adjustments should be made based on program needs.

Elementary Students & Parents Registration Forms

- English
- Spanish

*Registration forms are examples only. Adjustments should be made based on program needs.

TUTOR TRAINING

RITE Tutor Training introduces new tutors to the RITE Program's expectations and responsibilities. Tutors learn how to interact with elementary students, explore tutoring methods through a public health lens, are introduced to cultural competency concepts and the social determinants of health, and are trained on effective and nurturing mentorship principles. See appendix for:

- RITE Tutor Slides
- Cultural Competency Handout
- RITE Tutor Training Presentation Script

TIPS FOR SUCCESS

Advice from former Summer 2021 RITE Coordinators

1. Create a no-cost incentive for pre- and post- program survey completion
2. Patience is key. Recognize that implementing the RITE Program will take time

Quotes from Past Tutors

"The RITE Program gave me the opportunity to support a dual-language elementary school. The kids taught me something new every day. It was cool to expand my Spanish vocabulary." - Emma S.

"I have seen firsthand the skills it takes to fill the role of the public health professional. This opportunity has been an incredible experience when it comes to meeting individuals who are trying to improve the public health field, developing interpersonal communication skills, and understanding how valuable public health workers are. I am forever grateful to be a part of the RITE program, and I am excited to see it grow." - Courtney C.

"Working with The RITE Program gave me the opportunity to see the ways in which teaching has changed over time. Being at The Hollinger Elementary school gave me the opportunity to work with students and help them throughout their activities during class." - Rabia M.

PROGRAM PLAN

The RITE Program Evaluation Plan lists the program objectives and is located in Appendix B (B-1: Program Evaluation Plan).

- Recruit high school students to serve as tutors
- Identify tutoring need among elementary school students
- Establish program budget
- Manage tutoring session set-up
- Ensure tutors complete tutor training and receive fingerprint clearance
- Evaluate program

ACKNOWLEDGEMENTS

Thank you to our community partners for their continued support in efforts to build and expand the RITE Program.

APPENDIX A

A-1: Tutor Registration English

Remote Integrated Tutoring Education:

Tutor Registration Form

In partnership with (*Elementary School, High School, Nonprofits, Health Department ect.)*

Send in this completed from to _____. If you have questions, please email us at _____!

Name:

Language(s) comfortably spoken:

_____   _____

High School:

Grade:

_____   _____

Email:

Phone number:

_____   _____

Grades/Subjects Interested in Tutoring:

_____

_____

_____

Anything else we should know:

_____

_____

_____

_____

Please complete the availability table. Shade in the times you are available.

	Mon	Tue	Wed	Thur	Friday	Sat	Sun
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							

7 pm							

By signing this form, I understand that I am responsible for

- All information handled within this program must be confidential in order to keep the integrity of the program
- Tutoring and meeting with student(s)
- Fulfilling all of my hours
- Log all time I work with this program
- Maintain a 3.0 GPA or if you have a lower GPA than above, we expect that you are actively working to improve your GPA
- Communicate with student and guardian and RITE Coordinator if you or a student miss a session
- Reschedule any missed sessions
- Maintain a postive mood during each session

Please note that all tutoring sessions <u>will be recorded</u> and made available to supervisor teachers, elementary school, middle school students, and parents/guardians. This is to ensure child safety and be used as a resource for the student to go back on. If you have an issue with this, let us know.

Name:_____ Date:_____

Educación de Tutoría Colaborativo en Línea:

Formulario de Registro para Tutores

Este programa se llevará a cabo en colaboración con la _____.

Por favor de completar y enviar este formulario <u>firmado</u> al correo electrónico ***azremotetutoring@gmail.com*** antes del día _____.

Si tene preguntas o comentarios escríbanos al **_____.**

Nombre Completo:

_____

Escuela de Bachillerato (High School):

_____

Grado:

_____

¿En qué idioma prefiere dar las tutorías?

Número de Teléfono:

_____

Correo Electrónico:

_____

                        _____

¿Qué grados (3 o 8 grado) prefiere para dar tutorías y qué materias le gustaría enseñar? **Ejemplo:** 3 grado/matemáticas

_____

_____

Información adicional que nos ayudaría a darle un mejor servicio como futuro tutor:

_____

_____

_____

Por favor ponga una (X) en los días y horas donde esté disponible para este programa.

	lunes	martes	miér.	jueves	viernes	sáb.	dom.
8 am							
9 am							
10 am							
11 am							

12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							

Yo _____ entiendo que al firmar este formulario, soy responsable de los siguientes puntos:

- Toda información que se maneje dentro de este programa debe ser confidencial con el fin de proteger la integridad de cada participante.
- Hacer la tutoría y reunirme con el estudiante(s).
- Estar preparado y a tiempo para cada sesión con el estudiante(s).
- Cumplir las horas a las que se ha comprometido con el programa de IRED.
- Registrar el tiempo total que trabajó con este programa cada día antes de las 8pm.
- Mantener un GPA de 3.0.

- Mantener comunicación por correo electrónico con el padre(s)/guardian también con los coordinadores, Elise, Lexi, y Cierra, en caso de que el estudiante esté ausente durante la sesión.
- Programar las sesiones perdidas con los padres del estudiante.
- Mantener un buen ánimo durante cada sesión

Por favor note que todas las sesiones de tutoría serán grabadas y estarán disponibles para los maestros supervisores, la escuela primaria, los estudiantes de escuela intermedia y los padres. Esto es para asegurar la seguridad de los niños y ser utilizado como un recurso para que el estudiante vuelva. Si tiene algún problema con esto, dejanos saber.

A-3: Elementary Students & Parents Registration Form (English)

Remote Integrated Tutoring Education:

Parent and Student Registration Form

In partnership with _____

Send in this form <u>signed</u> to_____-. If you have any questions, please email us!

Guardian/Parent(s) Name: Preferred Contact Information:

_____   _____

_____   _____

Elementary School Attending: Grade:

_____   _____

Language(s) comfortably spoken: Subject(s) needed tutoring with:

_____   _____

Anything we should know:

_____

_____

_____

_____

_____

Please complete the availability table. Shade in the times you and your child are available for tutoring sessions.

	Mon	Tue	Wed	Thur	Friday	Sat	Sun
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							

3 pm						
4 pm						
5 pm						
6 pm						
7 pm						

I, _____, the parent/guardian of _____, I understand that I am responsible for

- Making sure my child is on time
- Communicating with tutor
- Communicate with program coordinators if there is an issue
- Communicate with both tutor and RITE if you or a tutor miss a session
- Share availability for a new session for your child if you miss a session

Please note that all tutoring sessions will be recorded and made available to supervisor teachers, elementary school, middle school students, and parents/guardians. This is to ensure child safety and be used as a resource for the student to review content in the future. If you have questions, contact the RITE Coordinator at _____.

Name:_____ Date:_____

A-4: Elementary Students & Parents Registration Form (Spanish)

Educación de Tutoría Colaborativo en Línea:

Formulario de Registro para Padres y

Estudiantes

En asociación con _____

Favor de completar y enviar este formulario firmado al correo electrónico

_____.

Nombre de los Padres encargado(a)   _____

del estudiante:

_____   Idioma de preferencia del Padre(s):

Información de contacto preferida

_____   Correo Electrónico:

_____

Nombre de la escuela primaria: Teléfono:

_____

a cabo las tutorías?

Nombre de estudiante que participará
en las tutorías:

Materia en la que el estudiante
necesita ayuda:

_____

Grado Escolar:

_____

_____

¿En qué idioma prefiere que se lleven

_____

Información adicional que nos ayudará a brindarle al estudiante un mejor servicio:

_____

_____

_____

Favor de completar la tabla con su disponibilidad. Ponga una (X) en los días y horas donde el padre y el estudiante estén disponibles.

	Lunes	Martes	Miér.	Jueves	Viernes	Sáb.	Dom.
8 am							
9 am							
10 am							
11 am							
12 pm							

1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							

Yo _____, padre de, _____,
entiendo que al firmar este formulario soy responsable de los siguientes puntos:

- Me asegurare que el estudiante esté a tiempo para cada sesión
- Me comunicare con el tutor por correo electrónico o teléfono en caso de que necesite ausentarse a su sesión.
- Estaré en comunicación con las coordinadores del programa Elise, Lexi, y Cierra si tenga alguna problema o duda.
- En caso de ausencia del estudiante durante la sesión con su tutor, por favor de contactarse con el tutor y compartir nueva disponibilidad del horario para agendar una nueva sesión.

Por favor note que todas las sesiones de tutoría serán grabadas y estarán disponibles para los maestros supervisores, la escuela primaria, los estudiantes de escuela intermedia y los padres. Esto es para asegurar la seguridad de los niños y

ser utilizado como un recurso para que el estudiante vuelva. Si tiene algún problema con esto, dejanos saber.

Por favor note que la escuela del estudiante estará compartiendo el avance con el programa de Educación de Tutoría Colaborativo en Línea con el fin de obtener el mejor resultado para el estudiante.

Nombre:_____   Fecha:_____

APPENDIX B

B-1: Program Evaluation Plan

1. Introduction

This document details the work plan that will guide the facilitation and expansion of the RITE (Remote Integrated Tutoring Education) Program. This program plan was developed by University of Arizona Mel and Enid Zuckerman College of Public Health students, with guidance from the UA Primary Prevention Mobile Health Unit and Maricopa County Department of Public Health. The project's pilot run occurred in Phoenix, AZ with Fowler Virtual Academy and Sierra Linda High School. *The program evaluation plan is general and can be revised based on program needs.*

2. Evaluation Components

2.1 Recruiting Tutors at the High School Level

This section includes responsibilities to recruit high school tutors for the RITE Program, following permission from the school, parents, and/or guardian.

Activities	Tasks	Deliverables	Timeline	Responsibilities
Recruit High School Student Tutors	**1.** Identify viable and qualifying candidates though Future Teachers Clubs or Future Health Professionals **2.** Develop relationships with high school teachers **3.** Develop Recruitment application and advertising material **3.** Encourage students to apply via online application Criteria: - Junior or Senior class standing - Must agree to semester long commitment - Must commit at least 5 hours per	Potential tutor list, application via Google survey		

	week for tutoring sessions and preparation			
Select 5 High School Tutors	**1.** Organize and manage applications **2.** Select applicants based on availability and survey responses	Potential tutor list, compiled responses for tutor matching		
Interview and Finalize Tutors	**1.** Interview potential tutor candidates 2. Collaborate with schools to notify parents for permission to	Finalized tutor list, completed permission slips		

	participate in RITE Program			

2.2 Elementary School Student Priorities

This section includes assessment of tutoring priorities among elementary schools and the elementary student recruitment process

Activities	Tasks	Deliverables	Timeline	Responsibilities
Select potential elementary students to participate in the RITE Program	**1.** Collaborate with teachers, principals, and parents to select elementary students to participate **2.** Collaborate with schools to notify parents for permission to participate in RITE	Official list compiled of elementary students, completed permission slip from parents		

| Conduct small personality and time availability survey among elementary and high school students | **1.** Small survey for all students **2.** Begin matching elementary school students with high school tutors | Compile data for upcoming matching with high school tutors | | |

2.3 Tutor Certification: Training and Fingerprint Clearance

Tasks in this section are the responsibility of the program coordinators and/or sponsoring agency to ensure tutors are trained prior to the launch of the program.

Activities	Tasks	Deliverables	Timeline	Responsibilities
Secure funding for fingerprint clearance cards	**1.** Grant Applications **2.** Other funding	Grants and official funding for program		
Fingerprint application process	**1.** Pay for fingerprint clearance cards for tutors **2.** Guide tutors through application process	Payment process completed and documents organized to support tutors apply		

Tutor Training	1. Organize training with tutors and appropriate school personnel 2. Tutors officially trained and prepared to work with younger students]	Certified Tutors (students receive official certification upon completion of program)			

2.4 Management and Set Up for Virtual Tutoring

This section addresses collaboration between program coordinators, administrators, teachers, tutors, parents, and students to manage and set up virtual tutoring sessions between tutors and students. Each tutoring session will be monitored and recorded by an instructor for safety and program evaluation purposes.

Activities	Tasks	Deliverables	Timeline	Responsibilities
Manage Tutor Schedule	1. Identify appropriate times for tutoring 2. Communicate with tutors for availability			
Select for teachers to virtually monitor	1. Recruit and manage teachers to monitor tutoring sessions		:	

Connect tutors with elementary school students	**1.** Match tutors to elementary school students based on availability, compatibility/preferences **2.** Develop plan for first tutor meeting/ review expectations	Each tutor paired with 2-3 students for the semester		
Schedule recurring tutoring sessions	**1.** Supervising teachers will schedule the tutoring session for the tutor and student **2.** The teacher will monitor and record the meeting for safety and program evaluation purposes **3.** The tutoring sessions recorded will be sent to administrators/program coordinators for review.	Choose platform to schedule tutoring sessions. One platform to keep all session links in one, easy to access place		

2.5 Evaluate Program Success

Following program initiation, data from testing, school grades, and surveys will be compiled and evaluated to measure program success.

Activities	Tasks	Deliverables	Timeline	Responsibilities

Monitor measurable student outcomes (Must be HIPAA Compliant)	**1.** Compile data from testing and school grades before tutoring sessions and after all tutoring session are complete	Compile official data, calculate statistics as indicator of program success		
Pre- and post-survey for high school and elementary students	**1.** Pre-survey conducted **2.** Post-survey conducted	Surveys will detail measurements such as motivation, excitement for school, and ease of learning		

Conduct survey among teacher/parents about student change (Subjective)	**1.** Survey teachers about noticeable change in students (participation, opinions towards learning, etc.). **2.** Survey parents about student change, in home and on computer.	Compile data from teacher and parent response		
Weekly Meetings with schools, parents, and high school tutors	**1.** Biweekly meetings with staff, parents, teachers, and administrators to provide updates on RITE Program **2.** Biweekly meetings with high school tutors to discuss tutoring experience, support ect.	Meeting by program coordinators and take place on alternating weeks. These meetings will take place via Zoom, and, after the first week, are not a requirement but a resource to ensure the quality of the program.		

B-2: Cultural Competency Handout

How to increase your understanding of

CULTURAL COMPETENCY

What is cultural competency?

Cultural competence is loosely defined as the ability to effectively understand, appreciate, and respectfully interact with people from cultures or belief systems different from one's own.

Why is cultural competency important?

Developing cross-cultural attitudes creates an environment where individuals can safely and comfortably communicate. Cultural competence allows individuals to recognize that diversity contributes to the richness of society and value every person's unique abilities and capactities.

Tips on how to develop cultural competence

1 Learn about yourself and different cultures

2 Develop relationships with diverse groups and individuals

3 Practice openness

4 Demonstrate positive change

5 Be sensitive toward others

6 Engage in your local and surrounding communities

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B-3: Tutor Training Slides

Link to the Google Slides Presentation:
https://drive.google.com/file/d/1XEzc004SHm6475t57IWzGaAbWIwZA1ws/view?usp=sharing

Training is designed to be tailored- slides are an outline.

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Remote Integrated Tutoring Education (RITE) Program

Tutor Training and Expectations

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Ice - Breaker

Introduce yourself! Tell us:

• Your name, age, and grade.

• What you're interested in teaching/ doing in the future.

• A random fact about yourself.

Please take a few minutes to complete the RITE pre-survey right now.

https://forms.gle/Yyhg6s6BGMxJeMXx7

RITE Program Details

RITE is a fully online tutor program and resource hub for elementary and middle school students.
- All meetings will be conducted through Zoom where a supervising teacher will be present to maintain a safe environment for learning.

Tutors will receive a certification of participation through the University of Arizona Mel and Enid Zuckerman College of Public Health.
- Also will have the opportunity to get a fingerprint clearance card

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Our goal

To encourage learning among elementary and middle school students and remove barriers to education, including unstable internet connection, a lack of electronic devices for learning, and other difficulties assisting children with school work.

Welcome to the team!

Let's take a look at the expectations and responsibilities of RITE tutors.

Expectations

- Complete Hours
- At least 5 hours per week, including sessions and prep
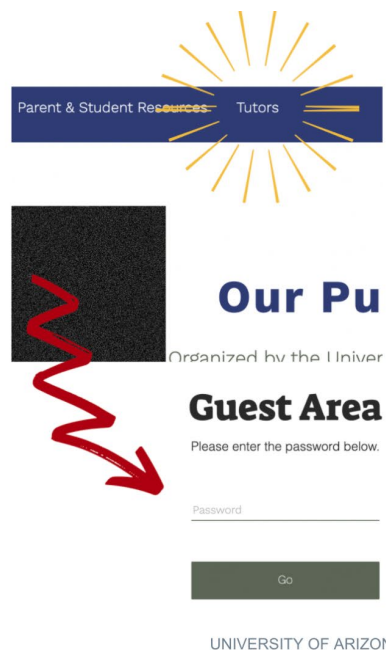- Available for semester-long commitment
-Reach out if you need help!

Responsibilities

- Each tutor will be paired with 2-3 students for the semester
- Tutors will be able to choose subject(s) to tutor
- Have a plan with your student
- Input hours (see next slide)

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Inputting Hours

- Input hours using the Google Doc, located on our website under the "Tutors" tab on the home page.
- The password to gain access is:
    Integratedaz20

- Only add hours under your name and do not change hours for others
- Google Docs keeps a record of changes made by each user

Parent & Student Resources   Tutors

Our Pu

Organized by the Univer

Guest Area

Please enter the password below.

Password

Go

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Inputting Hours (Continued)

- When inputting hours, make sure to add the name of the student you tutored.

A	B	C
- Statements including...	Example Submission:	
1. Student Name	Weeks:	Tutors:
2. Date and Hours Tutored		Lexi
3. What you learned, what went	Week 1 (11/02-11/08/2020)	1. Elise
good, what went bad, etc.		2. 11/04 at 3 PM for 2 hours
4. Repeat as needed		3. I learned that I need to have a more structured plan before the session
-and/or-		
1. Date and hours		1. 11/05 1 hour
2. Description of what you did (meetings with parents, prep for lesson, trainings, etc)		2. Drafted a lesson plan on third grade math for Cierra. Including addition, division, and multiplication

- Any time related to the program counts! Including preparation and training.

- Complete a short description of what you worked on

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Interacting with Students

- Treat every student with respect

- Have patience

- Sympathize/empathize with a student's situation
- Understand that student frustration is common

- Have a plan with your student
- Goal to begin each session OR
- Set a goal for the next session

- Be punctual

- Make sure to constantly give positive feedback

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Looking at RITE through a public health lens...

THE **10** ESSENTIAL PUBLIC HEALTH SERVICES

To protect and promote the health of all people in all communities

Assess and monitor population health status, factors that influence health, and community needs and assets.

Build and support a diverse and skilled public health workforce.

What is Cultural Competency?

Culturally competent care is defined as "care that respects diversity in the population and cultural factors that can affect health and healthcare, such as language, communication styles, beliefs, attitudes, and behaviors."

Culturally competent educators:
- value children's different capacities, abilities and respect differences in families' home lives
- recognize that diversity contributes to the richness of society
- demonstrate an ongoing commitment to their own culture and others'
- teach, role-model and encourage cultural competence in children

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Social Determinants of Health

Neighborhood and Built Environment

Health and Healthcare

Economic Stability

Education Access and Quality

Societal and Community Relationships

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Tips to Succeed: INSPIRE Model

Table 1.

The INSPIRE model of expert tutoring and results for tutees

Characteristics and behaviors of expert tutors	Results for tutees
Intelligent: Superior content as well as pedagogical content knowledge	Difficulty of questions optimally matched to students' levels of understanding
Nurturant: Establish and maintain personal rapport and empathy with students	Feeling accepted, supported, and free to explain their thinking
Socratic: Provide almost no facts, solutions, or explanations, but elicit these from tutees by questioning	Constantly thinking, doing, and responding
Progressive: Move from easier to progressively more challenging cycles of diagnosis, prompting toward a solution, and posing of a new problem	Moving in small steps to higher competency through deliberate practice
Indirect: Provide both negative and positive feedback by implication; praise solutions, not the student	Working in a nonjudgmental atmosphere
Reflective: Ask students to articulate their thinking, explain their reasoning, and generalize to other contexts	Gaining insight into their own thinking through metacognitive reflection
Encouraging: Use strategies to motivate students and bolster their confidence (self-efficacy)	Experiencing productive learning and gaining confidence in their abilities

Intelligent, Nurturant, Socratic, Progressive, Indirect, Reflective, Encouraging

I : Detailed knowledge of subject

N: Being caring, attentive, and supportive

S: Provide hints and ask questions

P: Know what student does/doesn't understand

I : Solve errors through asking questions

R: Allow student to apply what they've learned

E: Give students some sense of control over session

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THANK YOU!

Visit the RITE website:

www.riteprogram.com

Send an email to us:
ejsawyer@email.Arizona.edu

ccavendish@email.arizona.edu

rabiamahmood@email.arizona.edu

Coordinators:

Emma Sawyer, Courtney Cavendish, Rabia Mahmood

Remote Integrated Tutoring Education

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Learning that is just RITE for you

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B-4: Tutor Training Script Tips (most slides can be read as they appear on the slide, but this script outlines some key concepts.)

Slide 10: What is public health? What does RITE have to do with public health?

These are the10 Essential Public Health Services to protect and promote health of all people in all communities. Today we are going to explore two of these services and how the RITE Program incorporates these services.
-   The first- assess and monitor population health status, factors that influence health and community needs and assets.
    -   An example of this service in action is the RITE Program. Members of the community <u>assessed</u> that elementary and middle school students were struggling with their classes, so they decided to <u>monitor</u> the issue by creating the RITE Program.
    -   Students may struggle for a variety of reasons. Maybe because they do not have any help at home or they can't pay attention in class? Or maybe they don't have access to healthy food for a notorious breakfast
    -   Public health recognizes that a person's health is not based on just one factor! Socioeconomic status, access to healthy food, clean air, fresh water, safety, emotional security… all impact a student's health which often has an impact on a student's education performance!
-   Number 8 on the list say to: Build and support a diverse and skilled public health workforce
    -   This includes providing education and training that encompasses a spectrum of public health competencies and building a workforce that practices cultural humility.

Slide 12: Social Determinants of Health

Next, we are going to look at the social determinants of health. Social determinants of health are conditions in the places where people live, learn, work, and play that affect a wide range of health and quality-of-life outcomes.
-   **Neighborhood and built environment** addresses how environment influences quality of life. Many people in the US (and world) live in neighborhoods with high rates of violence, unsafe air or water, and other safety risks which can all impact a child's learning.
-   **Society and community relationships** also impact on health and well-being. Positive relationships at home, at work, and in the community can build resilience.
-   The goal of **economic stability** is to help people earn steady incomes that allow them to meet their health needs and provide opportunities within the community for employment programs, career counseling and high-quality child care for working parents
-   **Education Access and Quality**. People with higher levels of education are more likely to be healthier and live longer. Increased educational opportunities, including funding and high quality education, result in long-term health benefits.
-   The goal of **health and healthcare** is to increase access to comprehensive, high-quality health care services, like preventative care and treatment for chronic illnesses.