

Tutor Evaluations of MCAS Tutoring Program

1. Did you find that the tutoring curriculum was well-structured each week?

1-Poor	2-Unsatisfactory	3-Satisfactory	4-Good	5-Excellent	AVG
0	0	2	14	17	4.45

Comments:

1. yes, christie would prepare a great guide that certainly helped structure each tutorial session.
2. I thought some weeks that packets were better than others, meaning that the material was suitably challenging vs. simple things that we breezed through.
3. Almost always well structured for english and math but not always for biology
4. The packets covered all the material under consideration with clear guidelines for the tutors and the students. Everything was ready upon arrival.
5. I like how the structure mixed both a good outline/time frame of getting the tasks done while allowing for improvisation.
6. Every week the material was excellently organized and prepared for the tutors.
7. There were different lesson plans and packets each week.
8. I thought thought that it was very well structured and provided very good results (it was effective and useful). The mix of examples and lessons and then problem sets for math helped plan out the curriculum and English was always well provided for, as well. However, some weeks it would be nice to completely switch things up, and provided the students with a different kind of lesson where they are not going through MCAS problems. Maybe in English they are blind reading a section of a novel and the lesson focuses on discussion and writing.
9. It was helpful to give time estimates, especially for the biology tutorials.
10. I felt that the Do-Nows were difficult to get students to do because many of them did not pertain to the MCAS, so students were not as motivated to work on them.
11. Maybe switch the order of Math and English?
12. There were always packets to do, however, sometimes there weren't enough materials to go through on some occasion
13. The system was very efficient. All packets were always put in nice orderly fashion.
14. It was consistent, and students and tutors knew what to expect from week to week.

2. Did you feel that the packets were effective and useful?

1-Poor	2-Unsatisfactory	3-Satisfactory	4-Good	5-Excellent	AVG
0	1	2	15	15	4.33

Comments:

1. yes, because they were mostly old mcas exams and thereby gave the students a perfect idea of what they would be encountering.
2. Most of the time they were useful, especially in going over topics that hadn't been covered in awhile.
3. Again, definitely for math and english, not as much for biology
4. There were quite a number of errors in the answer keys; getting corrected copies should make all users more confident.
5. I think the packets were very effective and useful, I also liked that we had an opportunity to look over the packets before the session each week. Though I think for the students in particular the packets became very repetitive as the year went on. This seemed to really take its toll in the English section. Also, the biology packets seemed to involve more 'going over the material', which I think caused a bit more distractions because the students weren't as able to sit down and just focus on doing something like going through problems.
6. I felt like many times the student viewed it as a waste of time. The student gave me the impression that they were so burnt out that the last thing they wanted to do was a packet of problems. However I felt that the packets were useful, I just wish the student could have seen that as well.
7. Yes, not only did the packets have material from the students' current classes, but also beyond that which allowed the students' to be challenged.
8. It would have been more useful to break things up into smaller parts rather than giving the kids giant packets that they'd never have the satisfaction of finishing. It also made it harder to motivate the kids who needed the practice the most.
9. I thought they were well planned. I think they were somewhat longer than could reasonably be gone through in one session. Maybe it would be better to have a shorter packet and supplementary packets if those get totally done so that less paper is wasted.
10. The occasional typo & errors with questions/answers.
11. The packets were very helpful in organizing the tutorial sessions. It was easy to skip around when I felt my student was doing well in a section so that he could get an array of practice.
12. the packets definitely kept the students busy
13. In terms of pure MCAS testing, the packets seemed completely geared towards that motive.
14. More variation in the math packets would be good. When you focus on one section, i.e. the same type of problem, for two hours, it really burns you out. A page or two at the end of different problems would help.
15. On the other hand, I think that students sometimes felt frustrated at the lack of intrinsic variety in the curriculum, and it was difficult to introduce enough variety in the tutorials to keep the students consistently engaged.

3. Did you feel that you were adequately prepared to be an MCAS tutor through your training session?

1.25-No	2.5-Barely	3.75-Somewhat	5-Yes	AVG
0	0	9	24	4.66

Comments:

1. Being an MCAS tutor comes easily after a few weekends pass. It is really my experience that prepared me, not training.
2. Since I started in the middle of the year I did not have a real training session. After reading over the materials however I did feel prepared and knew for the most part what to expect.
3. My training was not provided by MATCH but it seemed that tutors were well-prepared.
4. I think the preparation was fine
5. I was prepared but some of my math skills were rusty and perhaps a little more preparation would have helped. It did work out though.
6. The training was specific to what the students worked on.
7. It would be helpful to have sample packets like the ones we do with the students, just to remind us of the things that we learned in high school.
8. the training did a good job on informing the tutors of the rules and regulations of MATCH
9. The training helped provide background information and was an introduction to the rules, etc. Didn't particularly prepare me in terms of tutor-student relationship
10. I was prepared for one-on-one tutoring. Whenever I had two students I couldn't hold their concentration. Basically, the fewer students per room and per table the more focus I could pull from my students.

4. How would you rate communication from Ms. Paul?

1-Poor	2-Unsatisfactory	3-Satisfactory	4-Good	5-Excellent	AVG
0		1	4	28	4.82

Comments:

1. She is great when it comes to being contacted. I never had trouble and was pleased by her quick responses.
2. I thought the weekly emails were helpful.
3. Ms Paul was always great about responding to emails in a very timely fashion and I felt that I could always get in touch with her if I needed to.
4. Ms. Paul was regular in sending out emails for the upcoming sessions.
5. She seemed very straightforward, accommodating, and easy to contact.
6. She sends out weekly emails that keep the tutors updated with what is going on at Match.
7. Ms. Paul does a great job communicating with the tutor's and leaves the doors open for easy communication on the opposite end. It was always very easy to come to here

whenever there was a problem and talk to her about it and a solution was always in site. She was very supportive in that sense and you know that her students are her top priority.
8.She responds very quickly to emails.
9.She did an excellent job: her emails were helpful, and she was understanding if you needed to take a session off for one reason or another.
10.Ms. Paul is a very understanding supervisor, and she told me what to expect from her during the training. I think this is great, because I feel that it made communication a lot easier to understand.
11. sent out the emails every week, and only once or twice were they late.
12. Easily accessible, easy to talk to, understanding yet strict in her own way.
13.Everything was always made clear to us.
14.Top-notch.

5. How would you rate Ms. Paul's performance as a supervisor?

1-Poor	2-Unsatisfactory	3-Satisfactory	4-Good	5-Excellent	AVG
0	0	1	3	29	4.85

Comments:

1. Again Ms Paul was always available to answer any questions or listen to any comments I might have about tutoring a different student. It was great how well she knows each of the kids as well.
2. She made her presence known throughout the tutoring sessions. She held students accountable to all the standards of the school, but was flexible enough to counsel students who were having a difficult day. She knows the students and is aware of any "rumblings" within the grades.
3. She seemed to do a good job supervising, the one thing I'd like to mention, though I do not think this reflects on Ms. Paul as much as other factors, is that at times it seems as though other tutors can create distractions by not being as strict (perhaps not the ideal adjective) as they should be. Obviously taking a strict work only attitude makes the tutoring pretty miserable, but I think there's a good mean to seek between a relaxed attitude and getting work done. For example, I found that one day another tutor was spending a sizable amount of time not actually having his students working but talking with them. This created distractions, as the student I was working would become more interested in their conversations than working, and I had to work more to keep her on task. Basically, perhaps these type of issues can be stymied by somehow monitoring tutor performance. Once again, I say this here as it involves supervising, I don't think this problem is due to or exasperated by Ms. Paul.
4. She makes sure to help out whenever I have any questions and accommodate to the needs of each tutor.
5. She is good at handling large amounts of tutors and students all at once, and keeps on top of things.
6. Fantastic, approachable, helpful
7. made it easier for the tutors to maintain order in the classroom
8. Always there

9. Expectations were always clear. Packets and papers always organized. She was a phenomenal manager/supervisor for all of the tutors and students.

6. What was your favorite part of being an MCAS tutor?

1. I really enjoyed watching the students' reactions when they got tests back and scored higher than they thought.

2. getting to know the students and hearing of their academic success

3. The Kids.

4. The students! - they were awesome and I loved the relationship I built with them. It was sad to leave them on my last day.

5. It's really great to see the kids learning and seeing them in a positive environment

6. getting to know the kids and knowing that they have learned the material

7. Getting to know the kids and building relationships with them.

8. Getting to see their confidence in their ability to do well improve.

9. working with the kids

10. I got to teach and my main student was capable and invested.

11. I liked that I was able to somewhat consistently work with the same students, which allowed me to see their progress and improvement.

12. I loved the interaction between my student and me. I don't want to be a teacher but being a tutor is something I enjoy and watching my student progress was exciting.

13. Being involved with the students

14. Getting to know the students and helping to boost their confidence as young, intelligent individuals who would rock the MCAS as a result of all the hard work they put into preparing for the exams.

15. Seeing the students solve problems or answer questions that they did not believe they could.

16. The students. MATCH has an amazing school dynamic and some wonderful individuals.

17. Tutoring biology

18. Seeing improvement of the students as the year goes on.

19. The bond with the students

20. Building a relationship with my student and watching him grow academically.

21. Getting to know my student one-on-one each week.

22. I liked talking to the kids about their interests

23. Forming a good relationship with my student and watching his academic abilities grow.

24. I really liked getting to know my student better. I think we had a lot of fun together.

25. getting to know the students

26. being able to teach and mentor high school students

27. Learning how each student works and improving upon their skills, getting to know the students in general

28. I enjoyed working with students and developing a relationship with them Mon,

29. I liked the student I tutored.

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|----------------------------------------------------------|
| 30. Watching my student/students improve!!!!!!!!!!!! |
| 31. Interacting and building relationships with students |

7. What was your least favorite part of being an MCAS tutor?

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| 1. Sometimes it was very difficult to get a student to concentrate and do their work, after a couple of weeks with little to no effort it can get a little frustrating. |
| 2. to see the students tired and unmotivated to learn |
| 3. Those days where you try everything to motivate the students, but nothing seems to work. |
| 4. I really loved it, and always looked forward to coming to MATCH, so I would say I didn't have a least favorite part. |
| 5. It's difficult to motivate them sometimes, when all they're thinking about is going home. |
| 6. disciplining |
| 7. When one of my students was exhausted and not into doing work and complaining the whole tutoring session. |
| 8. Sometimes the kids were burnt out (especially on days they had had an MCAS practice test). On those days, it was very hard to get them motivated to do another 4 hours of MCAS. |
| 9. How long it was for them. . . it made it hard to focus for them |
| 10. N/A |
| 11. Nothing big sticks out. |
| 12. I hated how the students were constantly mad or angry with the school. I felt bad for both them and the teachers at the school. Something is being overlooked within the school, which is a shame because it has the potential to be great. |
| 13. I generally had no issues with the program. |
| 14. Honestly, I can't think of a least favorite part. |
| 15. Some students were difficult at times. |
| 16. Hearing my students' frustrations about various things (school, home, their stress etc.) and not being able to help. |
| 17. Tutoring English |
| 18. Having to force students to do their work on a Friday afternoon when all they want to do is start the weekend. |
| 19. Nothing |
| 20. It is kind of early in the morning, but I think it helps the students build character. |
| 21. Sometimes, the math portion of MCAS tutoring felt long. |
| 22. Coming in early Saturday mornings :P |
| 23. Students who did not want to be there. |
| 24. I think it was difficult to work with so many others in the room because the students get distracted so easily. |
| 25. trying to keep the students focused |
| 26. waking up in the morning |
| 27. switching students, scheduling |

28. Waking up early on Saturday mornings. Also when the student is feeling unmotivated and uncooperative.
29. Behavioral issues, especially when I had to take two students at a time.
30. nothing!
31. Going over standardized test material for 8 hours every weekend is a little exhausting

8. Do you have any suggestions for improvements to the program for next year?

1. I think the program is very well structured and I can't think of anything that would further improve this program.
2. New material like different open response questions from previous packets or the student's practice exams.
Maybe just trying to switch up the material a little more. The packets that were really repetitive, with lots of problems having to do with the same concept, were the hardest to work with since the students would get really antsy and bored with the material. Mix it up and keep it fresh is my best advice.
3. I don't know if this would be possible, but I think having english tutorial first would really help the kids benefit the most from tutorial. When we got closer to the English MCAS and the ELA was done first in the tutorial, I noticed my students focused better on the ELA portion, and even throughout the rest of the tutoring session.
Sometimes it doesn't feel like there's enough work some weeks, and others it feels like too much, and you don't always get a chance to go back. Since not every kid has the same problem areas, I would find myself making up examples and explaining concepts that were rarely in the packets or else the packets would feel repetitive.
4. It would be helpful to provide more ideas, games and methods to learn the material.
I really loved the way tutoring was this year. However, since so many students are at such different levels it might be useful to have different levels of packets. I know for my student in particular, he would get really bored and restless if he felt like he already thoroughly understood a concept.
Perhaps they could do alternative activities (not MCAS packets) on days that they have in-school MCAS practice tests. For example, I think playing educational games--building on MCAS Math, English or Bio skills--would be more effective because it would keep students engaged for the full time. Less time would be lost trying to coax students into doing their work.
5. Are students who consistently perform well during tutoring recognized by the school?
Just to listen more to the students and try harder to take into consideration how they are feeling. Not every class is the exact same and there is no way they can all be treated the same.
6. Not really-- I think the one-on-one tutoring was really effective, especially when it stayed consistent.
7. More consistent student-tutor pairings.
8. When possible using more rooms.
9. Don't make the packets so large and daunting!
10. Continuing in the same packets the following week instead of getting new packets

- every week. That way it is too easy to avoid the complicated looking problems.
16. More English

There should be an english grammer portion to the tutoring. I notice many students
 17. need to start with basic grammar before working on open response questions. Often there is not time to teach grammer in the tutoring session.

Sometimes, it is difficult to work with many students in the room, as students tend to
 18. distract one another. If students are separated into different rooms, they tend to work better.
 19. I think it's well managed

I think having two or three social events that brought all the MCAS tutors together at
 20. the school would be a wonderful idea. Tutors could get to know the faculty more, and feel more connected to the school.

I think maybe there should be more of an incentive for students attending tutorials and
 21. working efficiently, because a lot of students don't care about the scores they receive, so at times, it is difficult to stay on task.

Saturday afternoons instead of mornings, informal practice exams during weekend
 22. tutorial (so the tutors can see first-hand where the students are struggling with the exams)

the students complained about having too much MCAS on one day, so maybe moving
 23. the practice MCAS exams to another day would be easier for the students
 - 1) Match skill level of students if one tutor is teaching more than one
 - 2) Students who hate each other or talk too often with one another should be separated.
 24. I was a volunteer; I didn't qualify for work study from my school. If I could be paid I'd be happy to participate again.

Maaaybe: midway through the year, tutor and student could make up like a personal check-list, or a recipe for success based on the first bunch of weeks. What does "X" need to do to get better at MCAS? Read over every question twice to make sure X is
 25. answering what the MCAS testers ask rather than answering something else? Or practice extra probability questions since "X" is so good at algebra? Or get lots and lots of sleep the week before and drink a can of coke the day of the exam because X always seems to be really exhausted and this affects X's ability to do well? etc. etc.
 26. If there is any way to somehow incorporate a little more variety in the curriculum, that would make it a lot better.
 - 27.

9. Would you recommend this job to a friend?

Why or why not?

1. I would and I have reccomended this job to friends. I think the tutoring program is structured well and you get satisfaction in knowing you've helped someone learn something new.
2. Yes, its an rewarding experience.
3. Absolutely. I feel as thought work-study jobs just don't get any better than this in terms of doing something meaningful.
4. Absolutely. For the most part, the curriculum is well put together, and the

relationships built while tutoring and teaching these kids is really priceless. The atmosphere is one that fosters education, and I am proud to say I was an MCAS tutor at MATCH!
5. Yes, but it is a lot of responsibility, that clearly certain tutors cannot handle.
6. Yes. It was a great tutoring experience and the kids were fun to work with.
7. Yes definitely! I loved this job! It was incredibly rewarding and I had the opportunity to work with great people
8. Most definitely. It was challenging, fun and rewarding. I loved the professionalism of all the MATCH staff. I like the MATCH School philosophy, and I enjoyed watching my students grow over these past few months.
9. Yes
10. Sure, if they were inclined to this work.
11. Yes, I think it is a very good and well organized volunteer opportunity. It is also a very positive environment and a good balance in regards to the time commitment.
12. Yes I would, it was both a challenge and a reward. I learned something about a young woman from a different part of life and thus learned much about myself along the way.
13. Yes, it is an enjoyable environment and the students and staff are excellent.
14. I would recommend this job to a friend so long as he or she understood the mission of the MATCH school and was willing to commit to it 100%. If the tutors aren't committed, then the students won't be either. Thus, it's really important to have tutors who want to be there, and who have the patience and dedication to follow through. I think MATCH is definitely aware of this, and does a good job of maintaining the atmosphere that makes it such a unique place to work.
15. Yes. Fun place to work, good staff and students.
16. Yes, I would to the right person. It's a job that requires a ton of commitment and it has its up and downs, but in the end every minute is worth it.
17. Yes, it is a good timeslot, a very good location, and it is much more rewarding than the typical work study job.
18. Yes, overall I think it is a great experience and a rewarding job.
19. Yes. It's fun and rewarding
20. I have already.
21. I would definitely recommend this job to a friend - the hours are good, it is flexible and pays well, and it is really great to connect with a student and help them to achieve academic success
22. Yes, it gives you good experience for explaining and teaching. I liked it a lot.
23. Absolutely. I learned so much from this position while helping others learn.
24. Yes, it has been a pleasure working with MATCH this semester. I've learned a lot about teaching styles, and it has really been a breath of fresh air to interact with such ambitious students
25. yes: positive environment, fun staff, great kids
26. yes, of course. i feel like its a great experience for students to get to know different college students, and for the college students to guide younger

students to the right path
27. Yes! It's a great job, the people are friendly and it is very rewarding!
28. Yes, because the student-teacher experience is great and the pay is good.
29. As a volunteer no, it's repetitive and sometimes I felt useless and irritated at the loss of weekend time. I would absolutely recommend it as a paid position for the job experience and because I generally liked the students.
30. Yes, absolutely 100%. It's rewarding, challenging but not overwhelmingly difficult, and uplifting. (MATCH kids' tendency to laugh so often and so heartily contributed to a unique and energetically positive atmosphere. . .)
31. Maybe. At times, it's boring, but most work-study jobs are.