
Creating and Obtaining CRLA Level Three International Tutor Training Certification at Gardner-Webb University

Presented by: Meredith Garrett

Background

- **Former Learning Enrichment Assistance Program Director**
- **Sincere interest in improving the quality of tutoring services provided by Gardner-Webb University's tutoring program**
- **Consultancy Project opportunity within DEOL Program**

Purpose

**“Trends among adolescents continue to be discouraging in terms of college readiness based on the National Assessment of Educational Progress ”
(Radcliffe and Bos, 2013).**

- 1. Absence of a formal tutor training program**
- 2. University need to improve student success and retention**
 - a. Need for holistic tutoring experience**
 - b. Sixty-four hour general education (core) curriculum**
 - i. Quality tutoring services intersects with student retention and success**

SCOPE

Create, implement, and obtain level three international tutor training certification by August 2015

APPROACH

1. Level One
 - a. Create 10 hours of curriculum
 - b. Begin tracking tutor hours
 2. Level Two
 - a. Create 10 additional hours of tutor training curriculum
 - b. Begin tracking tutor hours
 3. Level Three
 - a. Create 10 additional hours of tutor training curriculum
 - b. Begin tracking tutoring hours
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	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Planning	Began creating CRLA level one training curriculum	Complete CRLA level one curriculum creation Create Spring 2017 training agenda	Implement CRLA level one training (January 13, 2017) Create CRLA level two training curriculum (August 1, 2017)	Implement CRLA level one and CRLA level two training session (August 22, and August 23, 2017) Create CRLA level three curriculum (December 5, 2017)	Implement CRLA level 1, 2, and 3 training sessions (January 8 and 9, 2018) Apply for CLRA level three certification (January 15, 2018)	Received notification of CRLA level three Application (December 2018)

Risks	Impact	Likelihood
CRLA application not approved	Moderate (Medium)	Low-Medium
CRLA certification not utilized by tutors	Significant (High)	Low-Medium
Poor delivery of CRLA material	Significant (High)	Low
Funding for CRLA certification is compromised or extracted	Significant (High)	Low

Risk	Quality Assurance Plan	Resource Needed
CRLA application not approved	<ol style="list-style-type: none"> 1. Apply necessary changes. 2. Re-apply for certification 	<ol style="list-style-type: none"> 1. Time 2. Budget for re-application fee
CRLA tutoring practices not utilized by tutors	<ol style="list-style-type: none"> 1. Tutor observation rubric/evaluate sessions 2. Apply CRLA deadlines 3. CRLA training required for re-hire 	<ol style="list-style-type: none"> 1. Time 2. Tutor Observation Rubric
Poor delivery of CRLA training materials	<ol style="list-style-type: none"> 1. Tutor reflections for each session 2. Apply helpful suggestions to future training sessions 	<ol style="list-style-type: none"> 1. Time 2. Square, circle, triangle 3. Alternate training modalities
Funding for CRLA certification is compromised	<ol style="list-style-type: none"> 1. Advocate for funds (ask for assistance from FY programs) 2. Create a “home-grown” tutor training program 	<ol style="list-style-type: none"> 1. Time 2. Proposal for funds 3. Blackboard, library, online resources

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RESULTS	Began creating CRLA level one training curriculum	Complete CRLA level one curriculum creation Create Spring 2017 training agenda	Implement CRLA level one training (January 13, 2017) Create CRLA level two training curriculum (August 1, 2017)	Implement CRLA level one and CRLA level two training session (August 22, and August 23, 2017) Create CRLA level three curriculum (December 5, 2017)	Implement CRLA level 1, 2, and 3 training sessions (January 8 and 9, 2018) Apply for CLRA level three certification (January 15, 2018)	Received notification of CRLA level three Application (December 2018)

Reflection

Consistent professional development is a necessary requirement for high-quality programs

Professional programs should always strive to research and implement best practices within their field

Never underestimate the value and insight students bring to the University and their programs

Future Use

- UNCA tutor training program
- UNCA advisor training program
 - New professional advisors
 - Faculty advisors

Bibliography

Agee, K. & Hodges, R. (2012) (Eds), *CRLA handbook for training peer tutors and mentors*. Mason, OH: Cengage.

Radcliffe, R. A., & Bos, B. (2013). Strategies to prepare middle school and high school students for college and career readiness. *The Clearing House*, 86(4), 136.
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