



Board/Authority Authorized Course
Clarence Fulton Secondary
Peer Tutoring 11

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Patti Harison	Date Developed: February 6, 2019
Superintendent Approval Date (for School Districts only): March 13, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: March 13, 2019	Board/Authority Chair Signature: On course form
Course Name: Peer Tutoring	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Teacher should have mentorship skills

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance in learning to others in their schools and communities. Students will develop skills in communication, demonstrating initiatives, teamwork, and interpersonal relationships. These skills will be applied in roles such as providing one-to-one tutoring, working with small groups of students as directed by teachers, promoting good organizational skills in classroom situations and overall assisting teacher with organizational procedures in the classroom.

Goals and Rationale: This course is designed to teach students skills in leadership and interpersonal relations. It gives them an opportunity to help other students in a safe and familiar environment. They will be involved in a mentoring role with an expert teacher. Students will learn about a variety of learning issues and how to help students experiencing them. They will recognize their importance as a leader, role model, and helper. The approach to this course is one that encourages observation, interpretation, question, presentation, initiative and most importantly, involvement and service.

Indigenous Worldviews and Perspectives:

Learning involves generational roles and responsibility

Learning involves patience and time

Learning requires exploration of one's identity

Learning is holistic, reflexive, reflective, experiential, and relational

BIG IDEAS

Communication is an important part of interacting positively with students	Leadership development is an ongoing process	Preparation and organization help engage students	Building the skills of lifelong learning can help us adapt and thrive
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> - Demonstrate and communicate clearly and precisely - Differentiate modes of instruction to ensure student understanding - Demonstrate appropriate and exemplar behaviors - Model engagement in learning - Use reinforcement effectively - Demonstrate a good rapport with students - Observe, model and support the skills and experience of the sponsor teacher - Cultivation and nurturing of interpersonal, collaborative and social skills with students - Identify, recognize needs and take initiative when necessary - Identify the skill level and understand the process of acquisition of the skill - Communicate and demonstrate safe and appropriate participation in the skill	<i>Students are expected to know the following:</i> - Communication methods and application of different forms - Strategies for developing relationships - A wide variety of strategies and techniques to support student learning - Models of appropriate behavior - Skillsets that will facilitate success in the classroom - Planning and organize - Goal setting strategies - Different leadership techniques to encourage inclusion and participation

Big Ideas – Elaborations

Leadership Development is an ongoing process;

What strategies do you use for reflection and improvement of leadership skills?

Language acquisition is a developing process:

What experiential learning opportunities can contribute to language acquisition

Communication:

What are essential skills for effective communication?

Curricular Competencies – Elaborations

Demonstrate clear communication: communicate with both peers and adults.

Observe and model: develop a mini lesson or small group lesson to engage youth.

Reinforcing behavior: develop a tool kit of effective positive reinforcement strategies.

Acquisition of Skill: know how to differentiate between student abilities and learning levels.

Content – Elaborations

Communications methods: verbal, non-verbal, written, oral, active listening, etc.

Plan and organize: thoughtful project planning and charting (ex. Gantt chart)

Goal setting: self-reflection, clear & well-defined goals, levels (minor/major) of goals, degrees to measure goals

Recommended Instructional Components:

Modeling
Demonstrating
Direct Instruction
Student in role
Experiential Learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Self-Assessment

Peer Assessment

Performance Assessment

Journaling/Reflective writing

	Portfolio
	Experiential learning
	Student/teacher conferencing
	Goal setting/growth plans

Learning Resources:
Peer Tutoring Handbook
Mentor Teacher



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Joe Rogers, Superintendent of Schools verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ☒ is not preparatory, remedial or modified
- ☒ does not significantly overlap with provincial curriculum Content
- ☒ name reflects the subject area and includes the Grade level
- ☒ assigned Grade reflects the appropriate level of instruction
- ☒ credit value appropriately reflects the length and scope of the course
- ☒ synopsis clearly outlines what a student has gained when the course is completed
- ☒ goals are general statements of intention that give structure to the curriculum
- ☒ rationale outlines the importance of the learning to the student and society
- ☒ embeds Aboriginal Worldviews and Perspectives
- ☒ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ☒ learning standards are assessable and observable and can be understood by students and parents
- ☒ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ☒ recommended assessment component aligns with the Principles of Quality Assessment
- ☒ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Peer Tutoring 11

Grade: 11



TRAX Code: YIPS11B
(e.g. YVPA)

School District Name and Number: 22 (Vernon)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Joe Rogers, Superintendent of Schools

Signature:

Date:

MAR 13/2019

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☐ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Robert Lee, Board Chair

Signature:

Date:

MAR 13/2019

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: