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## Responsibilities & Expectations

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## Comments

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Responsibilities & Expectations

The Mentoring Mission

The goal of the Tutor Mentoring program is to promote and encourage high quality tutoring sessions among all of Tutor.com’s Homework Help tutors by providing regular feedback to tutors on the quality of their sessions.

Mentors at Tutor.com have dual responsibilities. Their first responsibility is to make it possible for every tutor to have direct access to someone at Tutor.com who can answer questions about policies and best practices – something quite important given that all of our tutors work remotely.

Mentors’ second responsibility is ensuring that the students who come to Tutor.com for help always receive high quality help from a great tutor. We have determined that session transcripts, student comments, tutor comments, average tutor ratings, accept/decline rates, online percentage, and connection rates provide key data to determine whether the sessions conducted by each tutor meet our key criteria. The tools, policies, guidelines, and procedures included in these manuals are designed to provide mentors and Senior Mentors with access to all of this necessary data in order to meet both of their responsibilities.

The two key criteria for session and comment review are:

- Did the session meet the student’s needs?
- Was the content of the session educationally sound?

When reviewing either sessions or comments, mentors should keep these two criteria in mind.

The key criteria for providing feedback to tutors are:

- Provide feedback only on issues relating to whether the session met the student’s needs and whether it was educationally sound.
- Provide feedback on recurring issues, not issues that appear randomly in sessions unless of course the issue is one of incorrect content or is a serious violation of policy.
- Recognize strengths as well as weaknesses.
- Direct tutors to resources for those areas that require improvement.
- Keep in mind that every tutor is expected to be proficient at content and at tutoring. If a tutor is not proficient and cannot quickly become proficient when notified of areas of improvement and provided resources, then that tutor is not ready to be tutoring with Tutor.com. We do not train tutors.
Communication is a vital key to the success of this program. Once you begin mentoring, you will be assigned a Senior Mentor. Your Senior Mentor will review both your regular tutoring sessions as well as conduct regular reviews of the reviews you complete for your tutors. If you should ever have any questions, suggestions, comments or concerns, you should never hesitate to contact your Senior Mentor, or Mentor Manager:
  - Sarah Snyder (Sarah.Snyder@tutor.com)
  - Wenona Young (Wenona.Young@review.com)
  - Joanna Simpson (Joanna.Simpson@tutor.com)
  - Danielle Sixsmith (Danielle.Sixsmith@tutor.com)

Or Director, Jen Boller (Jennifer.Boller@tutor.com).

**Explanation of the Part-Time Mentor Employee Position**

Mentors have always provided support, encouragement, and information to tutors on their teams. As part-time employees, Mentors are expected to assume a sense of ownership for the quality of the sessions conducted by the tutors on their teams. As you review a session, ask yourself, would I have been pleased with that session? Would I have wanted a family member to have experienced that session? If the answer is, “No”, then think about what can you do to help that tutor to improve to the level that s/he will be able to conduct a session that meets these standards.

Mentors perform key tutor support and quality control duties, which include:
  - Monitoring each tutor’s progress towards removal from probation and initiating the removal from probation process with the Senior Mentor
  - Monitoring the tutor’s progress towards change of status to tutor 2 or 3 and initiating that process with the Senior Mentor
  - Taking action when a tutor is not meeting the standards for tutoring set by our company
  - Carefully monitoring tutors on your team for recommendations for change of status, recommendations to become mentors, and recommendations for disciplinary action
  - Making recommendations to Provider Management for resources that tutors could use to improve the quality of their sessions, policy changes, and procedural changes
  - Responding to tutors’ questions in a timely fashion
  - Keeping Senior Mentors informed of concerns noted and emergent issues for their teams.

**Duties of Tutor Mentors**

1. Being available to provide “mentoring” within the guidelines and caps in place for a minimum of 8-10 hours per week when necessary, as dictated by tutor volume.
2. Maintaining responsibility for the performance of your mentoring team, including but not limited to:
   - Preparation of advisories for tutors when necessary.
   - Providing recommendations for status changes for tutors.
   - Monitoring quality of tutors’ sessions and providing additional resources as needed.
3. Reviewing sessions and providing feedback to the tutor on those sessions. Conducting Spot Checks on a timely basis. Mentoring teams normally consist of a mixture of new and experienced tutors.

4. Being available to respond to emails/messages from tutors, Senior Mentor and Provider Management staff in a timely way (within 48 hours).
5. Scheduling availability for and conducting mock sessions.
6. Providing recommendations for monthly tutor awards.
7. Attending mentor meetings about 1-2 times a year.
8. Reviewing writing samples and participating in special projects, such as the development of resources for tutors as requested by Provider Management, as the need arises. (voluntary duties).

All Mentors are required to have a licensed copy of MS Excel no older than the 2007 version to ensure reports and forms utilized by the mentoring team can function properly.

As conducting mock sessions requires the use of a headset, mentors will be provided with a $15.00 reimbursement with their first mentor earnings to put toward the purchase of a headset.

**Time Commitment for Tutor Mentors**

Mentors can expect to spend a minimum **8-10 hours per week** completing their mentoring duties. The actual amount of time you will spend depends on the number of tutors you have as well as your participation in other mentoring activities (both optional and mandatory). The number of tutors on your team may vary depending on mentoring needs. There will be times when a mentor is not completing 8-10 hours of mentoring work, based on a lower volume of tutors needing support. However, it is the expectation that all mentors have this amount of time available each week should the need arise to take on additional tutors or responsibilities.

Team space updates should be completed regularly as availability changes, mentors will be away on vacation, or when requested by Provider Management, by completing the survey located here: [http://www.surveymonkey.com/s/QQ7M86B](http://www.surveymonkey.com/s/QQ7M86B)

Seniors Mentors will regularly monitor the timeliness that mentoring duties are being completed in. If a mentor is unable to complete the mentoring duties (e.g. completing Reviews or Spot Checks according to the schedule for his/her tutors), s/he will be contacted to determine what is causing the delays and if any action needs to be taken.

Provider Management will always take each situation on a case-by-case basis and will work with Mentors during times when less time is available to them for mentoring duties. It is the responsibility of each Mentor to contact his/her Provider Management Representative to request help if needed.

Should tutors fail to receive regular feedback from the Mentor, they may be moved to other Mentors. It is unfair to the tutors to not receive the regular feedback they need to improve their tutoring skills.
• If a Probationary tutor should go more than 11 days without a review, the Mentor will be contacted to determine the reason for the delay in completing the review and if s/he will be able to fulfill his/her mentoring duties.
• If a Mentor is noted to have late Reviews or Spot Checks for 3 weeks in a row, the Mentor will be contacted to determine the reason for the delay in completing the Reviews and if s/he will be able to fulfill his/her mentoring duties. Several tutors may be moved from the Mentor’s team to allow the Mentor more time to complete Reviews and/or Spot Checks according to the quality check schedule.
• If the issue of late Reviews and/or Spot Checks persists, the remainder of the tutors will be transferred and the Mentor’s part-time mentoring position will be terminated.

In the case of voluntary resignation, your resignation should be in writing and submitted at least two weeks prior to your planned departure date so that we can arrange for an appropriate transition. As this is a part-time position with Tutor.com, we do rely on your professionalism.

**Mentoring & Tutoring**
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Mentors are welcome to continue tutoring in addition to their mentoring but doing so is not required. That is, it is not expected that Mentors will tutor an average of 5 hours per week. A few important points to note should you plan to continue tutoring:

• Mentoring should always have a higher priority than tutoring. If you have mentoring work to complete, you should avoid scheduling tutoring hours or floating until the mentoring work is completed.
• To ensure alignment with the various employment laws, it is important that Mentoring and tutoring work **NEVER** takes place at the same time. For example, you should not be logged in as an available floating tutor while working on writing reviews for your tutors.
• Tutoring and mentoring work should never exceed 30 hours per week combined. The earnings workbook has an efficient method for adding your tutoring time which is then automatically added to your mentoring time for the week so you can always be aware of the total hours you have worked.
• As part-time employees, classroom time is capped for a set number of hours each day, based on the state you live in. This time includes any time you are being paid to tutor scheduled waiting time and any in-session time, scheduled or floating). Should you reach your classroom cap tutoring, you are welcome to conduct mentoring duties. Any rest/meal breaks earned will be reflected in the Mentor Earnings worksheet when your tutoring time is copied to the sheet.
• Should quality concerns arise with the quality if a Mentor’s tutoring session to the point that an advisory for tutoring concerns is issued, the Mentors team will be reassigned during the course of the advisory. Should the issues noted in the advisory be resolved and the advisory lifted, the mentor will be returned to a his/her mentoring position, and new tutors will be assigned to rebuild the mentor’s team and the quality of Mentor’s team/work will be monitored more closely to ensure issues noted in the advisory are not being reflected in the mentoring work being completed.
• It is essential that all mentors are content experts in the subjects they mentor, and that they can demonstrate a sound pedagogical approach when they tutor, and when they mentor. Should a Mentor be issued an advisory for tutoring concerns, his/her mentoring duties may be suspended during the advisory period, depending on the nature of the concerns. If the concerns for which
the advisory was issued are not resolved and the Mentor’s tutoring account is terminated, s/he will also be terminated from the Mentoring position.

**Caps for Mentors:**

In order to accommodate state and local requirements regarding rest and meal break periods, caps, (i.e. limits on the number of hours you may work) have been established for all part-time employee work. These caps are in place so that **you take the required rest or meal break at the appropriate time.** These caps apply to **combined** mentoring and tutoring time (for those mentors who tutor). The amount of the cap is determined by your state of residence and by Tutor.com policy.

**Daily caps:**
- Daily caps for tutoring and mentoring range from 2 to 7 hours per day;
- Mentors who reside in the states of: Washington, California, Nevada, Colorado, Kentucky, Minnesota and Oregon, must take a 10 minute paid rest break at the end of the daily cap. This daily cap applies to your tutoring and mentoring duties in any one day. If your daily cap is 4 hours, you must take a rest break at the start of the 4th hour. After the rest break you may continue your mentoring duties, but for tutoring you may continue the next day.
- Mentors residing in the states of New Hampshire, North Dakota, Maryland, Rhode Island, Maine, Massachusetts, New York, Tennessee, West Virginia, Connecticut, Delaware, Nebraska, Vermont and Illinois, must take a 30 minute unpaid meal break if they tutor 5 hours in any one day. You must take your meal break at the start of the 5th hour.
- Mentors who reside in all other states, do not have a daily cap for tutoring nor do they have required rest breaks.
- All Mentors regardless of state should take a 30 minute unpaid meal break if they complete mentoring duties for 5 consecutive hours in any one day. This is a continuation of our current Tutor.com policy to ensure quality mentoring.

**Weekly caps:**
- All mentors have a weekly cap on the number of hours they can conduct combined tutoring and mentoring work.
- All mentors have a **combined tutoring and mentoring cap of 30 hours per week.**
- Mentors may **schedule 22 hours of tutoring per week** and will be placed in unavailable status if they are still in session or logged in and waiting at the end of the 23rd hour of the week
- Mentors who reside in the state of California, are permitted to work 6 out of 7 consecutive days between Sunday and Saturday.

**What is considered tutoring work?**
- Tutoring caps apply to:
  - all session time both scheduled and floating
  - scheduled wait time
  - it does **NOT** include time spent conducting mock sessions

**What is considered mentoring work?**
- Mentoring work includes time spent:
  - Conducting and/or waiting to conduct mock sessions
- Completing spot checks and reviews
- Communicating with mentor managers, mentors and mentees

Mock Sessions:
Mock sessions are not picked up by the system in calculating time toward caps nor are they included in your tutoring scheduling cap. We are asking mentors to closely watch their time on days they conduct mock sessions and tutor, as we want to ensure you are taking the appropriate breaks. There is a question in the Mentor Earnings Survey to help ensure that you take required breaks at the appropriate time and that you are paid at the correct rate if you reside in a state that has a paid rest break.

**IMPORTANT NOTE:**
*Mentors must take required rest and meal breaks at the appropriate time.*

**Time Away from Mentoring**

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Each Mentor is responsible for a team of tutors who rely on the mentor for regular Spot Checks, Reviews, and timely feedback to questions and concerns. However, we understand that each mentor has obligations and commitments outside of Tutor.com. There will be occasions when time is needed for vacations, emergencies, or temporary leaves of absence. To request time off, various considerations should be made and communicated to your Senior Mentor and Provider Management representative:

- Emergencies that arise on short notice should be communicated briefly to notify management of the situation, in the event communication needs to be sent to your tutors, or changes need to be made to your team to continue regular feedback for your team.

- Planned vacations of more than 3 days should be communicated to your Senior Mentor and the Provider Management team **at least a week** prior to commencing.
  - Communication to your Senior Mentor should include the following:
    - Dates you will be away
    - Your availability status (e.g., will you be able to check email but unable to complete reviews...will you be completely out of touch, etc.)
    - Create a calendar for the time that you will be away that includes:
      - Tutors that will have reviews due during the time away.
      - Tutors under Advisory that will need review.
      - Tutors of concern for tutors that are being closely monitored.

This will allow for a discussion to determine what tutors may need a Spot Check or Review prior to leaving, what tutors the Senior Mentor can handle Spot Checks or Reviews for, and if necessary, what tutors may need to be moved to a new mentoring team based on the amount of time away.

- Tutors that are within the window for any quality check (e.g., Spot Checks or Reviews for Tutor 1’s between 28 and 42 days) should be completed prior to leaving.

- Communication to the Provider Management Team
- Update the team space survey with the dates that you will be away so that, if possible, new tutors will not be assigned to your team.

You will also want to notify your team of your absence, and provide them with the contact information for your Senior Mentor.
- A temporary leave of absence (LOA) can be requested for periods of longer than 1 month, should it be needed. In cases of a LOA, your tutors will most likely be reassigned to other mentors to monitor their progress and provide regular feedback.
- Note that return will be based upon the needs of the mentoring team and will not always be guaranteed. We will do our best to bring mentors back following a leave of absence, but given the fluid nature of the mentoring system, it is essential that we always have an adequate number of mentors available to support the tutors. If space is not available with existing mentors to move your team, a new mentor may need to be hired to help with managing the tutors.
  - Your return may be delayed until such a time that additional mentors in the subjects you tutor are needed.
  - If reinstatement is approved, you may receive some of the tutors you worked with previously, or your team may be rebuilt from scratch.
  - If a Mentor position is not immediately available, you would be welcome to continue tutoring.

- All LOA’s should be requested at least 2 weeks prior to leaving, to ensure time to reassign your tutors.
  - Prior to beginning your LOA...
    - all Spot Checks and Reviews for your tutors should be up to date.
    - you should provide your Mentor Manager with an update of any issues of concern with tutors on your team.

Please note that Provider Management will make every effort to accommodate all requests for time off.

**Failure to Meet Expectations**

Should concerns arise with the quality of a Mentor’s mentoring, the Mentor will be placed on a Mentor Improvement Plan (MIP). The purpose of this plan is to provide more frequent and focused feedback for up to two months to allow the mentor to resolve the issues of concern. While on a Mentor Improvement Plan, the mentor will be asked not to tutor to ensure adequate time is being focused on resolving concerns with their mentoring work. In addition, the size of the mentoring team may be reduced during the MIP to allow the mentor to focus on specific issues. If issued, these MIPs do become a permanent record in the Mentor’s personnel file.

During the course of the Mentor Improvement Plan, the Senior Mentor will conduct weekly checks of the Mentor’s progress and send the findings to the Mentor Manager. When the MIP is completed, the Senior Mentor and Mentor Manager will work together to determine whether the issues noted in the MIP have been resolved or if the quality issues remain. The results of the MIP will be conveyed to the Mentor via a
phone call. If the issues of concern have been resolved, the MIP will be ended, the mentor will be returned to his/her mentoring position, and new tutors will be assigned to rebuild the mentor’s team. Should the quality concerns still be present at the end of the MIP, a discussion of next steps, which could be termination of the mentoring position, will be discussed. If the mentoring position is terminated, the individual may be permitted to continue tutoring, based on the nature of the concerns that resulted in termination.

There are times after a Mentor Improvement Plan has ended that the same quality issues may appear again. While issuing a second Mentor Improvement Plan may be something that could be done, depending on the amount of time that has passed, issuing a third one, whether for the same issue or other quality issues, should rarely take place.

Issues that may result in MIPs include but are not limited to:

- Failure to complete Reviews or Spot Checks according to schedule and within the average time allotted for Spot Checks and Reviews
- Failure to communicate with the Senior Mentor, tutors, or PM staff members in accordance with the stated guidelines
- Failure to submit required paperwork by stated deadlines
- Failure to effectively manage the mentoring team in a way that ensures and supports high quality service from all tutors on the team, including such items as...
  - providing satisfactory feedback and addressing issues of concern with tutors
  - handling QC sessions
  - regularly monitoring mentoring tools for emergent issues on the team
  - recommending status changes
  - initiating, monitoring, and bringing advisories to resolution
  - recommending termination due to persistent quality issues

If it is noted that the Mentor has not completed any mentoring duties in a week’s time resulting in overdue responsibilities, or communicated with the Senior Mentor and Mentor Manager the reason for the lack of work completed (e.g., on vacation, health issues, etc.), this will be considered job abandonment and it will be accepted as the voluntary termination of the mentor’s position.

**Tracking & Receiving Payments**

**Completing Mentor Payroll**

Mentors are paid every two weeks on Friday for the 2-week period ending on the previous Friday. It is each mentor’s responsibility to ensure all hours worked and other required information are submitted every other **Friday, by 11:30pm Eastern Time**. Failure to submit your earnings by the deadline will result in mentor earnings not being included in the payroll for that pay period.

Tracking and submitting mentor hours is a multistep process.

- maintaining the earnings workbook
• entering work completed on a daily basis (to the greatest extent possible) in the ADP portal.
  (https://online.adp.com/portal/login.html).
• entering team information into an online survey
  (https://docs.google.com/forms/d/1ezQL2rckq-DM9_Wum7aRusi6nzZdQ7srkPfSBmF1vw/viewform)

Each of these processes is described in detail below.

**Mentor Earnings Workbook**

Mentors will maintain an earnings workbook for each pay period. While this file will not be submitted each pay period to Provider Management, if additional details regarding your Mentor earnings are requested you will need to provide this file at that time.

The Mentors Earnings Workbook consists of five worksheets:
  • Mentor Earnings Summary
  • Mentoring Earnings Worksheet
  • Tutoring Hours Worksheet
  • Daily Breakdown

Please note that cells that are performing calculations that you do not need to enter information for are locked and you will be unable to select them.

**Mentor Earnings Summary**

This page presents a summary of the information entered on the earnings worksheet. Mentors will need to enter information in all cells shaded blue.
  • Mentor Name
  • # of Probationary tutors on team (at the time earnings are being submitted)
  • Number of Tutor 1’s on the team (at the time earnings are being submitted)
  • Number of Tutor 2’s & 3’s on the team (at the time earnings are being submitted)
  • Senior Mentor assigned to.
  • Period Ending (drop down list of dates provided on form)
  • State of Residence

**IMPORTANT**: Please note that for Mentors, all blue cells **MUST** be filled in and For Senior Mentors, all blue and pink cells **MUST** be filled in to ensure all formulas are working correctly.
The information provided on this page is the information you will use for the next step of the payroll process, entering team information into the online Mentor Earnings survey.

**Mentor Earnings Worksheet**

On this page, mentors will enter the information pertaining to time spent on mentoring duties during the pay period. The sheet is broken into several sections.

**Reviews**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tutor Reviews (Mins)</th>
<th>How many voice recordings did you need to listen to for this review?</th>
<th>Mentor Reviews (Mins)</th>
<th>Comments (include tutor/mentor name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-Nov-2017</td>
<td>42</td>
<td></td>
<td>1</td>
<td>Jane Smith</td>
</tr>
<tr>
<td>10-Nov-2017</td>
<td>33</td>
<td></td>
<td>0</td>
<td>Kathy Smith</td>
</tr>
</tbody>
</table>

Reviews should be entered individually, that is, each row should contain information for only one Review.

Information to be included:
- Date work completed
- Minutes worked on Review
- Number of voice recordings listened to
- Name of tutor Review completed for (Senior Mentors, if this is a Mentor review, the time spent should be included in the Mentor Reviews (Mins) column.

**Spot Checks**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tutor Spot Checks (Mins)</th>
<th># Completed</th>
<th>Comments (include tutor name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-Nov-2017</td>
<td>13</td>
<td>2</td>
<td>Emily Collins, April Seinfeld</td>
</tr>
</tbody>
</table>

Information to be included:
- Date work completed
- Minutes worked on Spot Checks
- Number of Spot Checks completed
- Name(s) of tutor(s) Spot Checks were completed for
Mock Sessions

The mock session section contains two types of information; for mock sessions completed and for sessions that are cancelled within 24 hours of the scheduled session time or sessions that do not connect within 10 minutes.

For completed sessions:

Information to be included:
- Date work completed
- Minutes worked
- Number of sessions completed
- Name of Applicant(s)

For Canceled/Unconnected sessions:

Information to be included:
- Date work completed
- # of sessions not completed

Team Support

Team support consists of any time spent that is in support of your team, excluding Reviews and Spot Checks. This would include time spent on QC sessions, review of mentoring tool information (outside of the Review and Spot Check procedure), and communication with your Senior Mentor (including follow-up with Senior Mentor for discussion of information included in Mentor Reviews completed for the Mentor by the Senior Mentor.

Information to be included:
- Date work completed
- Minutes worked

Also included in this section is a breakdown of how much Tutor Support time is available (based on the number of tutors on the team as entered on the Earnings Summary worksheet) and the number of minutes remaining, based on time recorded for the pay period. The tutor support cap is **7.5 mins/tutor/pay period** (which is two weeks).
## Miscellaneous

### Information to be included:
- Date work completed
- Minutes worked
- Function completed (select from drop down list)
- Comments with additional information about function

**Note:** The Miscellaneous section is to record projects or work completed that does not fall under the other categories of Reviews, Support or Mock Sessions. These normally will be activities that are requested of a Mentor by a member of Provider Management.

A drop-down list of functions that are completed is available to choose from, with the option to select “Other” projects of Miscellaneous. If Other is selected, additional comments as to the nature of the work must be completed.

In this section you should also include up to 15 minutes of time spent for reading Mentor reviews completed for you (these are the reviews of your mentoring work that your Senior Mentor completes) and the Mentor newsletter. Should you be unsure if the earnings you are claiming are billable mentoring functions please check with your Mentor Manager prior to entering them.

Emails that are sent from PM to all tutors are required reading and should be included in the Miscellaneous section by selecting the “Required Tutoring Communications.” option from the drop-down menu. Not that you can include up to 10 minutes to read these emails. This does NOT include reading the Tutor Newsletter, which is an optional resource to review. Any essential policy or procedure information referenced in the Tutor Newsletter will have been sent to all tutors via email previously.

### Daily Breakdown
This page presents a daily breakdown of the number of hours and minutes worked on all mentoring duties for each day during the pay period. This information can be used to enter daily time worked in the ADP portal. The time worked is also presented in decimal format for easy comparison to
**IMPORTANT**

**Rest and Meal Break Requirements:**

As part-time employees there are daily/weekly caps in place to ensure that all mentors and tutors take state-required rest and meal breaks at the appropriate time.

Mentors who reside in the states of California, Colorado, Kentucky, Minnesota, Nevada, Oregon, and Washington are entitled to a paid rest break. This rest break applies to combined tutoring and mentoring. The daily rest breaks for tutoring are incorporated into the Classroom. Please refer to the Tutor Resource Manual for more information about the tutoring daily/weekly working caps. For mentoring duties (including mock sessions) the rest break will be incorporated into the Earnings Worksheet.

Mentors who reside in the states of New Hampshire, North Dakota, Maryland, Rhode Island, Maine, Massachusetts, New York, Tennessee, West Virginia, Connecticut, Delaware, Nebraska, Vermont and Illinois, must take a 30 minute unpaid meal break at the start of the 5th hour, if they work 5 consecutive hours in any one day. Those 5 hours include any combination of tutoring (session time and paid waiting time), mock sessions, and mentoring. When tutoring the hard cap will be at 5 hours ensuring you take the appropriate break. When mentoring the Earnings Worksheet will include the 30 minute meal break at the 5th hour.

Mentors who reside in all other states, do not have a daily cap for tutoring nor do they have required rest or meal breaks when tutoring. All mentors are capped at 23 hours per week for tutoring time and a total of 30 hours per week of combined mentoring and tutoring time. Tutoring time includes time spent in session both scheduled and floating and paid waiting time. Mentoring time includes all mentoring duties as described in the mentor manual.

All Mentors regardless of state should take a 30 minute unpaid meal break if they complete mentoring duties for 5 consecutive hours in any one day. The rest period should be taken as close to the middle of your shift as practical on mentoring days. This is a continuation of our current Tutor.com policy to ensure quality mentoring. They do need to comply with the weekly cap of 30 hours per week combined tutoring and mentoring work.

**Tutoring rest breaks:**
If you reside in a state that has a paid rest break, the classroom will automatically remove you from the system and enter a payment for your rest break (if needed) at your waiting rate. You are welcome to continue with mentoring duties after you have taken this break if you wish.

**Tutoring meal breaks:**
If you reside in a state that has a required unpaid meal break, the classroom will automatically remove you from the system at the appropriate time to ensure that you take the required break. You are welcome to continue with mentoring duties after you have taken this break if you wish.
**Mentoring rest and meal breaks:**
The Mentor Earnings worksheet is set up to include time for your paid rest break based on the state of residence you enter and your 30 minute unpaid meal break that all mentors should take.

To ensure mentors take the necessary break, when completing the Mentor Earnings Survey, mentors will verify the number of breaks taken and confirm that the breaks were taken at the appropriate time. (See details below in Mentor Earnings Survey section).

**Example #1:** Tutor resides in state where 10 minute rest break is provided. And the daily hard cap is 3 hours.
Tutor works for 210 minutes, 3 hours and 30 minutes.

The Daily Breakdown sheet will note when a paid break is earned by indicating the number of breaks in the “Number of Rest Breaks Included” column.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours</th>
<th>Minutes</th>
<th>eTime Format</th>
<th>Meal Break Required</th>
<th>Number of Rest Breaks Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>24-Mar-2018</td>
<td>3</td>
<td>40</td>
<td>3.67</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Note that the 10 minute rest breaks will be automatically added to total the minutes worked and should be included when entering the information in the ADP Portal (eTime).

**Example #2:** Tutor does **NOT** reside in state where minute rest break is provided.
Tutor works for 210 minutes, 3 hours and 30 minutes.

The “Number of Rest Breaks Included” column will be empty in the Daily Breakdown sheet as these are not available to tutors in this specific state.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours</th>
<th>Minutes</th>
<th>eTime Format</th>
<th>Meal Break Required</th>
<th>Number of Rest Breaks Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>24-Mar-2018</td>
<td>3</td>
<td>30</td>
<td>3.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that when tutoring hours are added to the Tutoring Hours Worksheet, this information is captured in the total hours worked for the purpose of identifying when a rest break is earned. Although the system will cause a stop for a paid rest break while tutoring, if you should tutor fewer hours per day than the cap allows, we must capture your combined tutoring and mentoring hours for that day in order to ensure that you take the required break and are compensated appropriately.

You will also see on the Mentor Earnings Summary tab the total rest and meal breaks earned for the pay period, which you will enter in the Google Earnings survey at the end of the pay period.
Also included on this page you will see a running total of how many combined tutoring and mentoring hours you have achieved for each week of the pay period for more accurate management of time spent to ensure you are planning accordingly to not exceed 30 hours for the week.

*Mentors are responsible for ensuring they are not exceeding the 30-hour cap for combined tutoring and mentoring work.*

### Tutoring Hours Worksheet

This page requires mentors to paste the information from their Billing Information to more closely monitor their combined tutoring and mentoring time. The tutoring hours worked can be easily accessed from the Settings and Tools portion of the classroom software, which you can reach by right clicking on the classroom icon in the system tray.

![Tutoring Hours Worksheet](image)

After re-entering your login information, you will see the total hours worked and earnings for the current month and the previous month.

By clicking on the Session Earnings, you will see a breakdown of total minutes for each day of that month that you were tutoring, or online waiting during your scheduled tutoring hours.

This information must be copied into Excel to calculate how many minutes were worked on each day.
To do this:

1. Click and drag to select/highlight the data contained in the table, not including the headers.

2. Once highlighted, select **CTRL + C** to copy the data.

3. In the Tutoring Hours Worksheet, select cell A2 (directly below the Details header) and select **CTRL + V** to paste the data.

If necessary, you can paste new data below the existing data to add to your tutoring hours, or simply follow these directions again to paste all of the data (old and new) **over top** what is already there. If a pay period spans two months, you can paste the data for both months (one below the other) in this area and the calculations will work correctly. **Note:** The data does not have to be restricted to the pay period, as Excel will only look at those dates within the current pay period (as selected on the Mentor Earnings Summary sheet); however, **do not paste the same data in multiple locations**, as this will cause Excel to count it twice.

Excel will use this data to automatically calculate the time spent tutoring and will reflect those hours on the Daily Breakdown sheet and in the Total Tutoring Hours box on the Mentor Earnings Summary sheet (a value that will be entered in the Mentor Earnings Survey).
Accessing the ADP Portal

The ADP portal is the tool used for several activities pertaining to your mentoring position, including:

- Entering your mentoring time worked (in the system called eTime)
- Changing direct deposit information
- Changing your W-4 tax withholdings
- Updating your personal information and emergency contacts

Note that should your mailing address change, or should you need to make a change to your tax allowances, please make the necessary changes to your W-4 and personal information in the ADP Portal.

ADP Portal Registration

The first time you access the ADP Employee Self Service (ESS) portal you will need to create an account. To access the portal, go to this URL: https://portal.adp.com/public/index.htm and select the Sign Up button at the bottom of the page. (Note that you will not be able to access the ADP portal with the username and password you previously used if you were taking advantage of this tool. You MUST create a new account.

- Enter Registration code: tpreview-ipay2009
  - **NOTE** you MUST type this registration code in. Copying and pasting will result in the code not being recognized.

- Hit the “NEXT” button

- Select YES to set up account.

Enter the required information and then select Next. Choose the option to send a PIN to your email address, which you will use to confirm your registration.
Instructions for ETime Entry

Your timecard will look like the following example.

Entering Time
All mentors must fill out a time card for all hours worked. Time cards are due every other Friday by 11:30pm ET.

When you log in to ADP eTime through the ADP portal (www.portal.adp.com), you see your default workspace, which includes your timecard. Perform the following steps to enter time on your timecard:

Click the resize button ( ) to expand the timecard.

Next to the appropriate date, click the In or Out field.

Enter the appropriate time and press Tab.

**NOTE**: You can enter the time as 8a, 0800 (military time), or 8:00am.

In the Transfer column, click the down arrow and select the "/010055/////////1M-Mentor" account.
Note that the first time you click the arrow in the Transfer column, the "/010055///1M-Mentor" option will not be listed. You will need to follow these steps:

Select the “Search” option and a new window will open.

In this window, open the drop-down list for the Department field. The first text field is called “Smart Search.” In that field, enter “010055.” Doing so will pull up the Mentoring Department list option.

**IMPORTANT:** This department is NOT listed in the drop-down list that you see when you click the arrow and **Smart Search MUST be used** to look the number up.

Next you will select the drop-down list for Activity Code and from the list, locate 1M-MENTOR MENTORING.” You can use the Smart Search feature here as well, but this item is on this drop-down list.

After you have done this once, the "/010055///1M-MENTOR” option shown above should be an option available in the drop-down list for the Transfer category on your time card.

Continue to add the In and Out times and transfer codes for each entry.

To add a new row, click Add (+).
**IMPORTANT** You **MUST** be sure to Click **SAVE** before exiting the program.

Resolve Exceptions
ETime will notify you of any exceptions in your time card. Exceptions are entries that appear to be erroneous or missing. Before approving your timecard, you will need to resolve any exceptions, such as missed In/Out times. The exceptions are indicated by a color shading in one of the fields.

For example, on the timecard below, the employee forgot to punch in on Friday.

Click the field that contains the exception, enter the time and press Tab.

Click **Save**.

View Totals
You can view the total mentoring hours you have worked from your timecard.

You can view the current or previous pay periods:

To see the Totals option, click on the gray bar under your time schedule. Click the **Totals** tab at the bottom of the timecard.
Approve Your Timecard
You are required to approve your timecard at the end of the pay period. You should view and approve your timecard to avoid pay discrepancies and ensure timecard accuracy. By clicking approve you are confirming that the hours you entered into your timecard accurately and completely reflect your hours worked.

Select the appropriate pay period.

Click Approve Timecard.

Select Approve Timecard from the drop-down list.

After you approve your timecard, a message is displayed indicating that your timecard has been approved and an orange visual indicator is displayed on the timecard.

Note: The following provides you with the meaning of the visual timecard color indicator.
- Orange: employee approval
Yellow: manager approval
Green: employee and manager approval
Gray: signed off

Please note: All employees must approve their timecard by 11:30PM ET on Friday every pay period. Please refer to payroll calendar at the end of this document for approval dates.

Remove a Timecard Approval
If you need to make a change on your approved timecard, you must first remove the approval.

Click Approve Timecard.

Select Remove Timecard Approval from the drop down list.

After you remove the timecard approval, a message is displayed indicating that your timecard approval has been removed.

Make the appropriate updates to your timecard.
Click Save.

To approve your timecard again, click Approve Timecard and select Approve Timecard.

Rest Periods for Mentoring Days

Mentors who work in the states of California, Colorado, Kentucky, Minnesota, Nevada, Oregon, and Washington are entitled to a paid 10-minute rest period for each 4 hours worked or major fraction thereof each day. Mentors are responsible for making a note of any rest period taken in the Earnings Survey (Google doc) where you provide further detail pertaining to your time worked. We are also asking you to verify that you took the breaks when appropriate in the Earnings Survey. The rest period should be taken as close to the middle of your shift as practical. When you enter your time worked into the eTime system, include your rest break in the block of time you record for mentoring.
For example, if you are working from 9:00 AM to 1:00 PM you would enter 9:00AM to 1:10PM to include your 10 minute paid rest break assuming that you took the paid break. If you choose to continue to work through your rest period you will not be paid additional compensation.

All Mentors are entitled to an *unpaid* 30-minute meal break, generally if you work 5 or more consecutive hours per day. This is an addition to the 10 minute paid rest period, if applicable. It is your choice when to take this meal break, as you have quite a lot of control over the hours that you choose to work, but you must take the break if you reach the 5 hours of time. If you take a meal break, enter your time in and your time out prior to the unpaid break, then enter your time in and time out again for your time worked after your meal break.

For example:

<table>
<thead>
<tr>
<th>In</th>
<th>Transfer</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00AM</td>
<td>/010055///IM-MENTOR</td>
<td>2:00PM</td>
</tr>
<tr>
<td>2:30PM</td>
<td>/010055///IM-MENTOR</td>
<td>3:35PM</td>
</tr>
</tbody>
</table>

Remember *do not include* the meal break in your paid time.

If you are unable to take your unpaid meal break, or to take it in a timely manner, you must notify your supervisor. If you do not take a full meal break, do not take your break in a timely manner, or fail to notify your supervisor, it will be presumed that you voluntarily waived the meal break.

Should you waive your meal break, mentors who are a provided with 10 minute paid rest breaks would be eligible for rest breaks every 4 hours, or major fraction thereof.

*Deadline for Submission*

All mentoring hours for the pay period *MUST* be entered in eTime by *No Later Than 11:30pm* on the last day of the pay period (every other Friday, unless notified differently due to holidays). Pay period end dates can be found [here](#).

It is best that all hours worked each day are *entered each day*. Waiting until the last minute of the pay period to enter all hours for the pay period is not practical and can easily result in the hours not being entered by the deadline. Not entering all hours by the end of the pay period will result in a delay in receiving earnings owed and a great deal of effort on the part of the payroll staff. It is *critical* that ALL hours are submitted on time.

It is strongly suggested that the total time worked each day noted in eTime is compared to the Daily Breakdown tab of the Earnings Workbook, at a minimum once, once all entries for the pay period have been made to ensure accuracy.
In eTime, you will be able to see totals at all times to the right of your time card. There is a column for:

- **Shift Totals**: the total hours worked for each row entry.
- **Daily Totals**: the total hours worked for each day.
- **Period Totals**: the total hours worked for the displayed period of time (to see total earnings for a pay period, be sure to set the date range from the start date to the end date of the pay period.

<table>
<thead>
<tr>
<th>Date</th>
<th>Pay Code</th>
<th>Amount</th>
<th>In</th>
<th>Transfer</th>
<th>Out</th>
<th>In</th>
<th>Transfer</th>
<th>Out</th>
<th>Schedule</th>
<th>Shift</th>
<th>Only</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4:20PM</td>
<td></td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>11/12/25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4:20PM</td>
<td></td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>11/14/26</td>
<td></td>
<td></td>
<td>3:40PM</td>
<td></td>
<td>3:40PM</td>
<td></td>
<td>4:20PM</td>
<td>4:20PM</td>
<td></td>
<td></td>
<td>0.5</td>
<td>1.0</td>
</tr>
<tr>
<td>11/13/20</td>
<td></td>
<td></td>
<td>10:30AM</td>
<td></td>
<td>10:30AM</td>
<td></td>
<td>11:30AM</td>
<td>11:30AM</td>
<td></td>
<td></td>
<td>0.5</td>
<td>1.0</td>
</tr>
<tr>
<td>11/12/20</td>
<td></td>
<td></td>
<td>11:00AM</td>
<td></td>
<td>11:00AM</td>
<td></td>
<td>12:00PM</td>
<td>12:00PM</td>
<td></td>
<td></td>
<td>0.5</td>
<td>1.0</td>
</tr>
<tr>
<td>11/13/20</td>
<td></td>
<td>11:00AM</td>
<td></td>
<td>11:00AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:00PM</td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>

Once you have finished entering earnings for the day, you can log out of the website by selecting the "Sign Out" option located in the upper left hand corner of the screen. **IMPORTANT** Always be sure you have saved your work before logging out.

**Accrued Sick Time**

TPR/Tutor.com complies with local and state regulations regarding the accrual and use of accrued paid sick leave for part-time employees. If you work or live in one of the following states, you may be entitled to paid sick leave. Please contact the Human Resources at HR@review.com for more information or if you are unsure if you are entitled to paid sick leave.

California, Connecticut, Illinois, Massachusetts, New Jersey, New York, Pennsylvania, Washington (this list is not exhaustive – please reach out to HR@review.com to determine if you are eligible for paid sick leave).

Employees who would like to use paid sick leave should complete the Paid Sick Time Request Form, found in the Mentor Resource Area, and submit to Human Resources at HR@review.com. The form will be processed and approved by the Human Resources Department.

To complete the form, please include Name, Date, Date of Sick Time and Total Hours Taken and sign and date the form. Human Resources will complete all other necessary information. If you are wishing to receive paid sick time for your tutoring hours, also include your Schedule Hours, which are the hours that were removed from the schedule. For example, if you were scheduled to tutor from 3-4pm on that date, enter those hours in the form.

Reminder, hours taken for tutoring should be hours in which you were on the schedule to tutor. If you find yourself ill and unable to tutor during scheduled hours, please remove those hours so other tutors can fill the scheduled time. Accrued paid sick leave relates to scheduled hours and not time spent floating.
### 2019 Pay Periods

The following table notes the dates that earnings information must be entered as well as the paydays for the year.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>6 7 8 9 10 11 12</td>
<td>3 4 5 6 7 8 9</td>
<td>3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
<td>10 11 12 13 14 15 16</td>
<td>10 11 12 13 14 15 16</td>
</tr>
<tr>
<td>20 21 22 23 24 25 26</td>
<td>17 18 19 20 21 22 23</td>
<td>17 18 19 20 21 22 23</td>
</tr>
<tr>
<td>27 28 29 30 31</td>
<td>24 25 26 27 28</td>
<td>24 25 26 27 28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4</td>
<td>1</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>5 6 7 8 9 10 11</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>12 13 14 15 16 17 18</td>
<td>9 10 11 12 13 14 15</td>
</tr>
<tr>
<td>21 22 23 24 25 26 27</td>
<td>19 20 21 22 23 24 25</td>
<td>16 17 18 19 20 21 22</td>
</tr>
<tr>
<td>28 29 30</td>
<td>26 27 28 29 30 31</td>
<td>23 24 25 26 27 28 29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>4 5 6 7 8 9 10</td>
<td>8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>11 12 13 14 15 16 17</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>21 22 23 24 25 26 27</td>
<td>18 19 20 21 22 23 24</td>
<td>22 23 24 25 26 27 28</td>
</tr>
<tr>
<td>28 29 30 31</td>
<td>25 26 27 28 29 30 31</td>
<td>29 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6</td>
<td>1</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>6 7 8 9 10 11 12</td>
<td>3 4 5 6 7 8 9</td>
<td>8 9 10 11 12 13 14 15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
<td>10 11 12 13 14 15 16</td>
<td>15 16 17 18 19 20 21 22 23</td>
</tr>
<tr>
<td>20 21 22 23 24 25 26</td>
<td>17 18 19 20 21 22 23</td>
<td>22 23 24 25 26 27 28 29 30</td>
</tr>
<tr>
<td>27 28 29 30 31</td>
<td>24 25 26 27 28 29 30</td>
<td>29 30 31 1</td>
</tr>
</tbody>
</table>

- **Begin Pay Period**: Indicated by a yellow background.
- **Pay Date**: Indicated by a green background.
- **End of Pay Period**: Indicated by a purple background.
- **TPR Holiday**: Indicated by a background overlay.

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Mentor Earnings Survey

Since the previous mentor timesheets were a means to capture more than just total hours worked (e.g., average times for activities spent), this survey was created to replace that functionality. The information collected is much less granular than that which was previously being provided.

**NOTES**
- This survey must be completed by 11:30pm on the last day of the pay period, as we use the information in this survey to verify the total earnings entered. **Failure to complete this survey when mentor work is submitted may result in earnings for the pay period not being paid.**
- At any time during the survey you can select the Back button at the bottom form (NOT the browser's back button) to revisit your entries.

The survey can be accessed at this URL: https://docs.google.com/forms/d/1ezQL2zrcka-DM9_Wum7aRusi6nzDQ7srkPfSbmF1vw/viewform

The first page of the survey provides important information and deadlines, as well as a link to the website where total earnings will be entered for submission to the payroll company.

On this page you will enter the following information:
- Name (first and last)
- Senior Mentor assigned to.
- Pay period end date (select from drop down list)
- Number of tutors assigned to team for each status, with Tutor 2s and 3s being combined.
- Total tutoring time.

The following page contains several sections, where you will enter the information for your mentoring duties for the pay period. Most of this information can be found on the Earnings Summary sheet.

**NOTE** The mentor earnings section of the survey does not include entries for Senior Mentoring or initial QC Session Reviews. You will be asked about these once the mentor earnings portion of the survey is completed.

The information to be entered in the Mentor Earnings section includes:

**Mock Sessions**
In this section you will enter:
- # of mock sessions completed
- # of cancellations (within 24 hours of scheduled session time) and no-shows
• Time (minutes) spent completing mock sessions (this is the total time spent for both of these categories). This number is located in the Total Minutes row.

<table>
<thead>
<tr>
<th>Category</th>
<th>#</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>Cancelled/No-Show</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Total Minutes</td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

**Tutor Reviews**

In this section you will enter:

<table>
<thead>
<tr>
<th>Category</th>
<th>#</th>
<th>Minutes</th>
<th>Voice Recordings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews</td>
<td>2</td>
<td>75</td>
<td>1</td>
</tr>
</tbody>
</table>

• # of Reviews completed
• # of minutes spent completing Reviews
• # of voice recordings listened to

**Spot Checks**

In this section you will enter:

<table>
<thead>
<tr>
<th>Spot Checks</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>21</td>
<td>$5.25</td>
<td>5.3</td>
</tr>
</tbody>
</table>

• # of Spot Checks completed
• # of minutes spent completing Spot Checks
**NOTE** While we will not be focusing on individual Review or Spot Check times, but rather average Review or Spot Check times for the pay period, we would strongly encourage mentors to utilize the payment earnings worksheet to track time spent on individual Reviews to determine if the average time is within the guidelines that are in place. Should there be a pay period when high average Review or Spot Check times are noted, the Mentor may be asked to provide detailed information pertaining to Reviews completed for a short time going forward as a means to work together with the Mentor Manager and ensure Reviews are being completed in an efficient manner.

**Team Support**

In this section you will enter:

- # of minutes spent for Tutor Support.

You will next be asked if you have any Miscellaneous time to report.
Selecting yes will allow you to enter your Miscellaneous earnings. Selecting No will take you to the next section of the survey.

**Miscellaneous**

In this section you will enter:

- # of minutes spent on the various Miscellaneous functions.

<table>
<thead>
<tr>
<th>Miscellaneous</th>
<th>Minutes</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Mentor Reviews</td>
<td>15</td>
<td>$3.75</td>
</tr>
<tr>
<td>Reading Mentor Newsletter</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Mentor Meetings</td>
<td>15</td>
<td>$0.00</td>
</tr>
<tr>
<td>PM Session Review Requests</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Exam Work</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Resource Preparation</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Writing Newsletter Articles</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other Projects</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other Miscellaneous</td>
<td>0</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Comments: (Please provide details for any time entered for "Other Projects or Miscellaneous work")

Your answer
Please note that comments **MUST** be entered to provide details for any time spent on “Other Projects” or “Other Miscellaneous.”

Selecting Next will take you to the next section:

![Image](image.png)

Selecting Yes will allow you to enter this information:

![Image](image.png)

Selecting No will take you to the next section where you can enter information pertaining to your earnings entry that you would like us to be aware of:

![Image](image.png)
Selecting “Next” will take you to the next section to ask if you have entered all of your Mentoring earnings.

Have you completed entering all MENTOR earnings for this pay period? *

- Yes
- No

Answering “No” will return you the beginning of the survey.

Answering yes will take you to the next section.

Are you a Senior Mentor that has SENIOR MENTOR earnings to submit? *

- Yes
- No

If you are not a Senior Mentor, select “No” to move to the next session.

If you are a Senior Mentor with Senior Mentor earnings to report, select “Yes.”
Selecting Next will take you to the next section.

Do you have QC REVIEWER earnings to enter? *

(Note that this is for the initial reviews that are completed by our trained QC reviewers, NOT for QC reviews completed by mentors.)

- Yes
- No

If you do not conduct initial QC reviews, which will be the case for most mentors, you should select "No" to this question.

Selecting “No” will take you to the next section.
If you do not conduct Content Reviews, which will be the case for most mentors, you should select "No" to this question. (This section is for a very small group of folks who are working on completing content reviews for the sessions for several subjects we offer).

Selecting "No" will take you to the page to submit your earnings.

Clicking the submit button will then send your survey results to Provider Management for review.

**Communication**

**Mentor Email Accounts**

As a part-time employee with Tutor.com, each Mentor will be issued a @mentors.tutor.com email address. It is imperative that this email account be used for all communication pertaining to Tutor.com (e.g., with your tutors, Senior Mentor and when necessary, members of the PM staff.) This is not only for the safety of your personal email account, but also because these are Tutor.com business emails which we keep a record of. Please be advised that we may access these email accounts for any Mentor, at any time, for any reason.

**Google IM (Google Hangouts)**

Google IM (Google Hangouts) is the IM service that the members of Provider Management use to communicate in real time with Mentors. We have found this to be an invaluable tool when we are in need of a quick answer to a question, as opposed to waiting for an email response. There are times when situations being dealt with are time-sensitive in nature, and waiting up to 48 hours for a response can
slow the process down. Some examples may be when someone from PM is dealing with a customer complaint, or when a Mentor is in a mock session and experiencing something s/he has not encountered previously.

We do understand that the mentors do have other things going on in their lives, but we wanted to come up with a way for us (and you) to be able to retrieve time-sensitive information in a more expedient way. As each Mentor creates a Gmail account to access the various shared Google documents that are utilized in the mentoring position, this same username will be used to communicate with PM in the Google Hangouts.

To add Google Hangouts icon to your taskbar, you can follow these steps:

Go to **hangouts.google.com** and click the “hamburger” to access the Menu

![Google Hangouts](image1.png)

Then, you will be able to access the dropdown menu. From here, click “Chrome” (under “App downloads”)

![App downloads](image2.png)

You will see the pop-up window below. Click the “Add app” radio button and follow the prompts from there.

![Add app](image3.png)
When you sign on to work on mentoring duties, you will be required to also login to the Google environment. By doing this, you will be available for any quick questions we might have, and we will also be available for any questions you might need a quick response to. As we continue to grow as a company, keeping the lines of communication open will be even more essential to the success of the mentoring program, and we feel this is the appropriate next step to facilitate this.

For time sheet purposes, any communication with a member of the PM staff can be listed in the miscellaneous section as Communication with PM, just as you would if this were an email communication.

**Please Note**: The majority of your communication should be with your Senior Mentor via email, as they are directly responsible for the management of your team. The IM communication was implemented for the purpose of dealing with time-sensitive situations. Please reserve IM contact with managers for emergencies, as we often are working on multiple projects and have very limited time to review/discuss situations that are presented via IM.

Here are the Google usernames for the members of the PM team:

- Jen Boller: JBollerTutorDotCom@gmail.com
- Jason Davis: jasonmdav@gmail.com
- Joanna Simpson: tchis2lrn@gmail.com
- Danielle Sixsmith: Danielle.Sixsmith@gmail.com
- Sarah Snyder: sajsnyder@gmail.com
- Wenona Young: wenmichyoung74@gmail.com

Tutor Support Guidelines

Communication is vital to the success of the mentoring program. Your timely responses to emails, requests, and questions from your Tutors, Senior Mentors and Provider Management members are essential to the smooth operation of the program.

Communication with Provider Management

As Mentors, you are the point of contact for most issues relating to your tutoring teams. Many of the issues that require Mentor input are time-sensitive and Provider Management staff relies on you to respond to emails within 48 hours. There is no cap for time spent communicating with the Provider Management staff, when discussing situations in which the PM staff is requesting information from you.

Communication with Your Mentoring Team

As a Mentor, you are often the primary point of contact for your tutors. Tutors rely on their Mentors for feedback and guidance, and it is important that the lines of communication remain open. The Mentor is responsible for ensuring all questions received from the tutors on their teams are answered in a timely fashion. This feedback could include, but is not limited to, policy issues, technique issues, how to handle
various situations, classroom-related questions, etc. Given that quality checks alternate between Spot Checks and formal Reviews and that Reviews are the only quality checks communicated to tutors, it is important for Mentors to be available to provide tutors with information and resources to answer questions they have in a timely fashion.

Support for your tutor team provided outside of the reviews will depend on the number of tutors on your team. For each active tutor on your team, you will have **7.5 minutes**’ worth of time each pay period. This cap is not a per tutor cap, but rather a per team cap. For example, if you have 30 active tutors on your team, it means you have a maximum of 225 minutes per pay period to use as you see fit to work with your tutors. One tutor may be dealing with few issues and only requires 5 minutes of your time, while another tutor may be struggling with issues that require 30 minutes of the Mentor’s time for the pay period. While we do not expect this cap to be reached every pay period by every Mentor, this is the maximum amount of time that can be used per pay period. As a reference, the **average time being spent on mentor support each period** is around **4.5 minutes per pay period**. This Tutor Support Category includes, but is not limited to:

- All communication directly with tutors
- Any communication with the Senior Mentor pertaining to a tutor on your team
- Responding to Senior Mentor regarding feedback included in a Mentor Review.
- All communication the Mentor initiated with a member of Provider Management pertaining to a tutor on his/her team
- Review, recommendations, preparation and/or distribution of any/all information for:
  - Status changes
  - Advisories
  - Terminations
  - Award nominations
  - Mentor candidate recommendations
  - Quality Issues
    - QC session review and support to tutor (i.e., message to address the issue)
    - Team Management time (time taken to review the information available in the mentoring tools to help you effectively manage your team).
- Preparation of any supplemental training materials (e.g., sample annotated chat logs)
  - When in need of supplemental material, Mentors should first see if s/he has any available from either his/her sessions or those of a tutor on the team. If no relevant sessions are identified, the mentor should check with his/her Senior Mentor to see if s/he has any materials that will fill the need. If the Senior Mentor does not have any appropriate chat logs the mentor should then check with his/her Mentor Manager. Any chat logs the Mentor does need to annotate (i.e., if PM does not have one), should first be sent to the Senior Mentor for review.

When communicating with tutors it is important to remember that tutors are not required to read the information shared nor respond to the tutor. While it in their best interest to do so to help them improve, ultimately what they are responsible for is ensuring they are conducting high quality sessions, by whatever means they choose. For that reason, Mentors should not be asking, directing, or requiring, tutors to respond to the communications sent, including by not limited to messages, emails, Reviews and QC sessions.
Mentors should NOT include the wording “PLEASE READ” in any communications with tutors. This is specifically for communications from PM when we have information that they must all read.

There will be times when the most effective means of communication is a group email to the tutoring team (e.g., reiteration of procedural or policy changes that PM has previously emailed the tutors about or providing a helpful resource pertaining to a tutoring technique). Mentors should ensure that any time they are sending a group email they are using the bcc feature and are cc’ing or bcc’ing both the Senior Mentor and Mentor Manager they work with. All group emails pertaining to any other issue should only be sent after the Mentor has received approval from his/her Senior Mentor and/or Mentor Manager.

Protecting the privacy of Senior Mentors, mentors and tutors is very important. Emails of tutors should be maintained within each mentoring team (the Mentor and Senior Mentor). They should not be shared with other Mentors, or amongst the tutors.

Please remember that the Senior Mentor is unable to provide input and suggestions on situations if s/he is unaware of what is taking place.

**Important** Mentors should ensure they are cc’ing or bcc’ing the Senior Mentor on all emails sent to tutors. If it is something the Senior Mentor does not need to be aware of, s/he can simply delete the email. There is no such thing as too much information when it comes to mentoring, and it essential to always be sure the Senior Mentor remains informed.

**Contact**

There are a number of questions that could arise pertaining to the various aspects and responsibilities of mentoring. Below is a list of where to turn should mentors have questions. **Note**: Please first check the available Mentoring Resources (manuals and/or videos) prior to contacting your Senior Mentor. Many of the answers you will be looking for can be found in these resources.

**Senior Mentor**
The Senior Mentor should be the Mentor’s first point of contact for questions they are unable to find answers for in the available mentor resources. Our Senior Mentors have a great deal of experience and are the ones most familiar with the happenings on their mentors’ teams. They will usually be able to answer most questions mentors have.

**Provider Management**
Each Senior Mentor works with one of the Mentor Managers in the PM group. The Mentor Manager should be contacted by the Senior Mentor if the Mentor and Senior Mentor should need additional input on a situation, or if action is required for one of the Mentor’s tutors. Some specific examples of when a Senior Mentor may need to contact the Mentor Manager would be:

- To request a status change, Advisory, or termination (once the Mentor and Senior Mentor have discussed and agreed on this action).
- In response to an email sent from one of the members of PM (unless the email is from a member of PM who requests that a response from the mentor be sent specifically to him/her).
An example of a situation in which a Mentor may contact the Mentor Manager directly might be one in which the Mentor does not feel comfortable contacting the Senior Mentor (e.g., if the mentor is having difficulty working effectively with the Senior Mentor), the Mentor Manager should be contacted directly by the mentor.

The majority of communication with Provider Management will take place using the Tutor/Mentor Support System (by submitting requests via http://support.tutor.com.) The system includes categories specific to the mentoring position. When submitting a mentoring support request, first select the member of PM you wish to contact, and then select the category. Please review the “Provider Management – Contact Info” file located in the Mentor Resource Area for information of who should receive the various requests.

**Tutor Support**

Tutors should be directed to submit a Tutor Support request for such issues as:

- Technical issues
- Payroll questions
- Classroom feature requests
- Adding/Removing subjects
- All other issues not directly related to mentoring

Tutor Support can be contacted via the following link: tutorsupport@tutor.com

Issues not pertaining to mentoring are often best answered by a member of Tutor.com that has more information available than the members of PM do. Tutors will receive the most appropriate support when they are using the Tutor Support link for questions not directly related to mentoring.

**Meetings with Tutor.com**

Tutor.com will try to conduct phone meetings with all of the Mentors several times a year. Attendance in these meetings is a requirement for the part-time mentoring position, unless told otherwise. Mentors should include these meetings in the Miscellaneous section of the time sheet.

**Mock Session Information**

**Setting Availability for Mock Sessions**

Setting availability for mock sessions is completed by logging in to following website and selecting the option to “Set Availability.” https://prv.tutor.com/apply/login.aspx
On the Mock Session Availability page, select the days/times that you will be available for applicants to schedule a mock session with you.

Next, add a rule to your schedule and the times you are available for the mock sessions. Once you have entered the information, click the “ADD” button and the new rule will appear. You can enter as many different rules as you need.

To remove a rule previously created, click the delete button. You will be asked if you are sure you want to delete the rule. Just click OK to delete the rule and continue.

Applicants will request mock sessions using a schedule similar to the one used for setting your Homework Help hours which will allow them to select an hour block from the calendar for which a Mentor is available for one of the subjects s/he is approved for.

When an applicant has requested a mock session, the Mentor will receive a Mock Session Request email that provides the following information:

- Applicant’s first name
- Date/Time of the session
- If the applicant has elected to also tutor in Spanish

With any system email that is sent, there is always a chance it may be directed to a SPAM folder. It is important that you ensure your email is set to accept emails from the @tutor.com domain. Be sure to check your SPAM folder for these emails as well as **log in and check your schedule session page or mentoring tools every day or two to ensure that no appointment requests are being missed.**

After receiving the Mock Session Request, the Mentor can accept or decline the request. Follow the “Set my mock session availability” link in the classroom and log in. At the top of the page, click on “View Appointments” to see the status of your requested mock sessions. The window that opens will provide you with a list of your scheduled mock sessions. From this page, you can accept or decline all mock session requests. Please remember all mock sessions should be accepted as soon as possible and that it is the expectation that the majority of all requests received will be accepted.
Once the session has been accepted, both applicant and Mentors do have the ability to cancel the session should it be necessary. Canceling a mock session should only be done when emergencies arise.

Mock sessions scheduled and pending requests can also be reviewed in the ToDo list of the mentoring tool. Please refer to the Mentor Tool Manual for additional information.

In this system, Mentors do **not** have the ability to message the applicants prior to, during or after the mock session.

At the time of the scheduled mock session, the Mentor will sign into the classroom, and select “Mock Session Mode” availability. When the applicant logs in, applicant and mentor will be connected in the classroom.

When the mock session is completed, you can select the option to “Quit Mock Session Mode”

Be sure to include time spent in mock sessions on your time sheet in the “Mock Session” section. For the most part, mock sessions should usually take around 35-45 minutes, but the applicant could be late or have difficulty connecting that may on rare occasions result in a larger amount of time. **You should spend no more than 60 minutes on any mock session and this should not be something that happens regularly.**

**Mock Session Limitations**

- Do **NOT** schedule tutoring hours to end at a time you have listed as available for mock sessions.
  - Example, if you indicate you are available for mock sessions on Tuesdays at 4 – 8pm, do not scheduled the 3 - 4pm hour on that day for tutoring.
- Schedule no more than **15 hours** of availability for mock sessions each week (the actual number of session completed will vary)
- **Do not** conduct more than **15 mock sessions** each week
- **Do not** conduct more than **4 mock sessions each day.**
- Conduct no more than **2 mock sessions consecutively**
Mock Session Guidelines
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Purpose of the Mock Session
The purpose of the mock session is to provide a final, personal contact level of screening for applicants who have demonstrated sufficient content knowledge to tutor with our service. This is also a time to ensure that the tutor...

- has sufficient understanding of how to use the classroom features,
- can demonstrate both effective written and verbal communication skills,
- possesses an understanding of successful for techniques for how to conduct an online tutoring session to begin tutoring as a probationary tutor.

It is important to note that as the representative of Tutor.com in these sessions, it is your responsibility to ensure you are representing the service in a professional manner and positive light. You should be engaging and enthusiastic in your interactions with the applicant.

As a mock sessioner, you will be making a decision regarding the applicant’s tutoring ability and will be making a determination as to whether or not the applicant should be moved to probationary status. This is not a decision that should be taken lightly and you should be sure to take into account the full picture of the applicant’s performance in the mock session. It is essential that you are asking effective questions and using techniques to engage and involve the applicant adequately in order to make the determination if an applicant has the skills necessary to begin as a tutor with the service. The mock session instructions and rubric will help to guide you in your decision.

If you approve the applicant as qualified for probationary status, there will be no further review of the applicant’s qualifications and they will be granted probationary status upon completion of requirements from human resources. At the conclusion of the mock session, you MUST make a concrete recommendation of either applicant is recommended for probationary status or applicant is not recommended for probationary status based on the guidelines in the mock session rubric.

Conducting Mock Sessions

In this system, Mentors are unable to message the applicant should the applicant and Mentor have trouble connecting. After 10 minutes of waiting for the applicant to connect with no success, the Mentor should log out of the classroom, cancel the mock session request (at the same location/website where the list of your scheduled and requested mock sessions is located), and note on your earnings worksheet that the applicant did not connect.

**Note**: If after 5 minutes of waiting for the applicant to connect, and if during regular working hours, IM one of the Mentor Managers to determine if it is something on the back end that can be quickly fixed so applicant and Mentor can connect.

How the applicants will be assessed is detailed in the Mock Session Rubric Instructions and Explanation of Scoring provided with these guidelines. Remember that this is the applicant’s first experience in the online classroom, and we do not expect perfection.
While we do want to give applicants the benefit of the doubt (e.g., perhaps they are nervous as this is their first time in the classroom with someone), there are some fundamental skills that applicants must possess before receiving a recommendation to be approved for probationary status. These include:

- A minimum passing score of 9 for each of the 5 Rubric Score Categories. Rate the applicant's skill level based on the detailed Mock Session Rubric and Instructions.
- Ability to use the English language effectively and present ideas clearly (clear communication) in both written and verbal formats.
- Strong typing/pacing skills (long gaps of a minute or more that could indicate a number of concerns).
- Good techniques for effective online tutoring, which involves evidence of ability to assess and address student's needs and more importantly ensuring the student is doing the learning and the work.
- Good content mastery (while content is not something we are reviewing heavily during a mock session, a content error should raise content concerns and a positive recommendation should not be given). If you feel the applicant did not possess the content knowledge necessary in the subject area you presented in the session, the applicant should not be approved to move to Probationary status.

These are all abilities an applicant must possess to receive a recommendation for a move to probationary status as it is very difficult to help tutors improve in these areas.

Should you find it necessary to decline a session or cancel a session you previously accepted, please send the following information through Tutor Support (tutorsupport@tutor.com). Direct the support ticket to Jen Boller.

- Name of applicant
- Date of session
- Time of session
- Was the Session: Declined -- Cancelled -- Missed by You
- Details as to why the session was Declined – Cancelled – Missed

Should you disconnect in a session before you have gained enough information to make a recommendation, a comment that you are unable to make a recommendation based on the lack of information gained should be included.

Should you not receive the end of session survey, or should the session disconnect before you have had a chance to complete it, but do have enough information to make a recommendation, your recommendation should be completed and submitted to Kerrin O’Connor via Tutor Support.

Mock Session Quality Reviews
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As part of our quality assurance process, Provider Management will be reviewing randomly selected mock sessions from each Mentor on a biweekly basis. The purpose of these reviews is to ensure that the person conducting the mock session is able to identify strengths and weaknesses, evaluate, assess, and make a sound recommendation of the applicants’ abilities based on the information gathered in the mock
session. The rubric that will be used for the mock session quality evaluation as well as an explanation of each category can be found here.

If there are quality concerns noted in a Mentor’s mock sessions, Provider Management will contact that Mentor to provide constructive feedback and resources, and work with the Mentor to assist with improvements.

**Tutor Assignment**

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Once a new tutor has completed his/her first tutoring session, s/he will be assigned to a Mentor. These assignments are made based on the subject matching between Tutor/Mentor and available space on the Mentor’s team. To ensure that you are not assigned too many tutors, it is important to regularly update your availability by completing the Team Space Update survey, available here:

http://www.surveymonkey.com/s/QQ7M86B

Periodic emails will be sent to the Mentors requesting this information, but if you should ever have a change in your availability (can take on more tutors, or no longer have room for additional tutors), it is important you complete this survey to notify PM of these changes so that too many new tutors are not added.

In most cases, no more than 2 tutors will be assigned on any given day (unless previously discussed with the Mentor), and every effort is made to avoid tutor assignments on 2 consecutive days.

**Tutor Quality Checks**

We have determined that session transcripts, recordings of voice sessions, student comments, tutor comments, average tutor ratings, accept/decline rates, online percentage, and connection rates provide key data to determine whether the sessions conducted by each tutor meet our key criteria of a quality student experience. We want to ensure we are using this data strategically and efficiently to support all tutors. We have two types of quality checks for tutors:

1) **Spot Checks**, which use data to screen for possible quality concerns and session transcripts to confirm whether concerns are present in sessions. The Spot Check is for internal purposes and does not result in feedback being sent to the tutor. A Spot Check is a quick screen of tutoring quality and should concerns be identified, a more thorough formal Review of data and session transcripts occurs to ensure quality and maintain open lines of communication with tutors.

2) **Formal Reviews** where both quantitative data and a larger sampling of sessions are used to more thoroughly assess the quality of tutoring and provide constructive feedback and resources to aid in tutor development and address tutoring concerns.
The combination of these two forms of quality checks provides Mentors and Senior Mentors the ability to support tutors that need more focused feedback and communication while continuing to support those tutors who consistently provide high quality tutoring sessions. The frequency of quality checks will be based on tutor status and occur at regular intervals. However, the nature of the check will rotate between a Spot Check and a more formal Review. However, if a Spot Check should identify quality concerns, then a formal Review will take place shortly after the Spot Check is completed and those results and feedback communicated with the tutor. Those tutors already demonstrating a high level of tutoring quality can focus on continuing to deliver a great service; Reviews can focus on providing actionable feedback to those tutors who need to continue to enhance specific aspects of their tutoring and to develop techniques that assist their growth as a tutor.

**Coordination of Quality Checks**

It is essential that all tutors receive Spot Checks and formal Reviews according to the schedule below. Remember, in most situations the Mentor will alternate between Spot Checks and formal Reviews.

**Probationary Tutor:** The probationary period is focused on accelerating tutor growth, understanding policies, and establishing effective tutoring techniques. Therefore, Probationary tutors will not receive Spot Checks. Each review for a Probationary tutor will be a formal Review (see below for more information on tutor Reviews). The 1st Review a new Probationary tutor receives should be completed between 5-7 days after the 1st session is completed. Going forward, all Reviews should be completed between 9-11 days if sessions are available for review.

**Tutor 1:** After a tutor has transitioned to Tutor 1 status, the first quality check completed should be a full Review within 4 – 6 weeks (28-42 days). After this first Review at the Tutor 1 status, the mentor will alternate between Spot Checks and full Reviews, with the tutor receiving a Spot Check within 4-6 weeks of the first full Review. Tutors should receive a full Review at least once every 8 – 12 weeks (56-84 days). In the end the tutor should receive a Spot Check and a formal Review every 8-12 weeks (56-84 days). 84 days is the longest any Tutor 1 should go between Reviews and receiving feedback if there has been at least one session completed.

**Example:** If a tutor becomes a Tutor 1 on January 1st (assuming 2017 calendar) then a full Review should occur between Jan. 29th – Feb. 12th. After this full Review, the next quality check, a Spot Check, should occur within another 4 to 6 weeks, which would fall between March 8th and March 26th.
Example: If a tutor becomes a Tutor 1 on January 1st (assuming 2017 calendar) then a full Review should occur between Jan. 29th – Feb. 12th. After this full Review, the next quality check, a Spot Check, should occur within another 4 to 6 weeks, so the review should occur between March 8th and March 26th.

Tutor 2 & 3: After a tutor has transitioned to Tutor 2 or Tutor 3 status, s/he should receive the first quality check within 50-60 days. For example, if prior to the status change the tutor received a Review, then the first quality check would be a Spot Check. After this first quality check, the Mentor will alternate between formal Review and Spot Check. The tutor should receive a Spot Check and Review every 100 – 120 days. 120 days is the longest any Tutor 2 or Tutor 3 should go between Reviews and receiving feedback, if there has been at least one session completed.

Example: If a tutor received a Spot Check and was recommended for Tutor 2 status, then upon becoming a Tutor 2 on January 1st (assuming 2017 calendar) then the first quality check should be a Review occurring between Feb. 19th – March 1st. After this Review the next Spot Check should occur within another 50-60 days, so the Spot Check should occur between April 19th and April 29th.

Spot checks can be conducted at times earlier than the above schedule.

After an Advisory: All tutors under an Advisory should have a Review once every 7 days. Two weeks after an advisory is lifted, a Spot Check may be conducted to confirm the advisory issues have not returned.

If the level of quality observed in sessions raises enough concern that you feel Spot Checks should be conducted more frequently (every two weeks), then we recommend a conversation about an advisory with your Senior Mentor.

If there are other scenarios by which you think a Spot Check is needed, consult with your Senior Mentor/Mentor Manager.

**Tutor Spot Checks**

The Spot Check is for internal purposes of quality monitoring, and results of these checks are not communicated with tutors. The Spot Check involves two steps that permit a Mentor to quickly determine whether there is a quality concern based on the quantitative data available. If there is evidence of a possible quality concern, then a few sessions are sampled and analyzed to assess whether the quality concern exists within session transcripts. Based on the findings in the sessions, the Mentor can either recommend the tutor for a formal Review or confirm the tutor is conducting sessions that meet our quality criteria. **Spot Checks should be completed according to the prescribed schedule, regardless**
of tutor activity level. Even if no sessions have been completed, a Spot Check should be completed to evaluate quantitative metrics that may not be directly related to activity level, such as excessive declines, connection problems, etc.

**Spot Check Length**

During a Spot Check, the Mentor makes a quick analysis of a tutor’s quality by strategically analyzing quantitative data. If this quantitative data reveals potential tutoring concerns, then the next part of the Spot Check involves appropriately selecting up to four sessions for analysis to check your hypothesis about a tutoring concern. Spot checks should be efficient and exercise Mentor judgement.

While Spot Check times for tutors may vary, there are a few points to be mindful of when completing a Spot Check:

- There are two phases of the process. The first phase should be a quick analysis of the quantitative data, which on average should only take a total of 2-3 minutes.
  - This phase of the Spot Check should not take more than 10 minutes, regardless of the quality level of the tutor. If there are multiple data points that are concerning, the mentor should not go to the next phase. Instead, he/she should discuss a more formal review of this tutor with his/her Senior Mentor.
  - During a Spot Check there are historical data that should be considered. A majority of our tutors are high quality and have demonstrated high quality sessions over months/years. A tutor’s previous quality checks should be considered when conducting a Spot Check and therefore reduce the length of the Spot Check.

- The second phase of the process should also be quick. It involves looking at up to four sample sessions selected directly from the Spot Check form, which should take on average 11 - 13 minutes.
  - No additional time should be spent hunting for sessions that might confirm your suspicion of an issue. That is, once the four sessions are selected and no issues are identified, we discourage you from looking at any additional sessions, thereby “hunting” for support of your hypothesis. If sessions are truly selected appropriately and no issue is found, then the Mentor should trust that a trend of problematic tutoring is not occurring with the tutor.

- The first few times a Mentor conducts a Spot Check may take longer than the average time. After several Spot Checks are conducted we expect this time to be within the average time spent on this function by the Mentors as a whole.

**The Focus of Spot Checks**

As you conduct Spot Checks, it is important that you are keeping in mind the big-picture – meeting each student’s needs in an educationally sound manner. There are instructional challenges in tutoring that Mentors frequently observe across lower quality sessions, regardless of tutor status. These challenges have the greatest impact on the educational experience a student receives. The Spot Check aims to 1) quickly identify these concerns; and 2) quickly monitor experienced, high quality tutors. This permits Mentors to direct attention on those tutors who need additional support.
We have established tutoring categories that serve as the main areas of evaluation that have the largest impact on the overall quality of a session. These include...

- Content
- Communication
- Approach
- Time Management
- Policies & Procedures

The instructional challenges that are the focus of both phases of a Spot Check fall within the categories of Content, Communication, Approach, and Time Management, and Policy. Below you will find the instructional challenges that are the focus of the Spot Check. The challenges below do not list all possible concerns that may arise in tutoring, but are the most common concerns identified by Mentors. When doing both the quantitative analysis and when necessary the session review, please be mindful of and identify evidence of these common challenges to tutoring.

Content
- Students may not receive the correct information or answer.
- Tutor may not have the appropriate breadth or depth of knowledge for the subject.

Communication
- Tutor’s explanations are not clear, concise, or complete enough to address the student’s needs and ability level.
- Tutor’s tone is not professional, appropriate, and/or respectful toward the student.

Approach
- Tutor may not take the time at the beginning of a session to quickly understand the student’s need and/or their prior knowledge on the concept(s) of the session.
- Tutor does not check for understanding throughout the session and appropriately adjust the instructional approach when a student continues to struggle throughout the session.
- Tutor may walk a student through the steps of a problem, edit an essay, or set up a problem and only have the student do the calculations. All of these are forms of answer-giving, where the student is not doing the work and therefore not doing the learning.
- Students are not engaged in the learning, often when a tutor is lecturing about the concept.

Time Management
- Sessions tend to end abruptly without coming to an educationally sound conclusion.
- Tutor does not change approach to keep a session moving forward.
- Based on the nature of the question and time available, a roadmap and expectations of what can be achieved in the session are not established and maintained with the student.

Policy
- Tutors are not accepting requests for voice sessions (A%) while voice enabled, or are not actually using voice in sessions when it has been requested (Voice Session Decline Info Table).
**How to Complete a Spot Check**

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The purpose of this section is to support your identification of evidence of potential tutoring concerns based on the data available in the mentoring tools and to assist your decisions and actions based on these data. The possible actions to take could be that no session analysis is necessary, or that based on the data, a review of sessions should be conducted. Should concerns be noted if sessions are reviewed, it could then result in the recommendation for a more formal Review.

For detailed information on how to navigate the mentoring tools necessary for completing a Spot Check, please see the Mentor & QC Tool Manual located in the Mentor Resource Area, accessible with the same password that is used to access the Mentor Manual.

**Analysis of Quantitative Data**

Potential concerns can be determined by analyzing the various data points available in the mentoring tools, and these concerns can be supported by reviewing other data that is available.

**HIGH Ratings** can be an indication of a lack of student engagement. Students may be happy to reach the end of a session quickly, even if that means they did not receive enough understanding to be able to complete another problem on their own.

**LOW Ratings** over time can be an indication of low student satisfaction, which is usually the result of poor pedagogy in one of several areas, including but not limited to Approach, Communication, Time Management, or Tone.

**LOW Accepted %** (overall, specific to a subject or subject, or specific to requests for voice sessions) could be an indication of potential connection issues, attendance issues, content deficiency, or difficulties with using the voice tool.

**HIGH Average Session Length** could be an indication of pedagogy concerns (Approach, Time Management, etc.) or a potential content deficiency.

**LOW Average Session Length** could be an indication of lack of student engagement (e.g., answer giving.)

**LOW Number of Sessions with Voice** Used (Voice Session Decline Info) compared to Sessions where Voice Not Used could indicate an unwillingness or inability to connect and communicate through voice.

<table>
<thead>
<tr>
<th>Category</th>
<th>Metric</th>
<th>Possible sign of:</th>
</tr>
</thead>
</table>
| **Student Ratings** | **Very High** (>4.75) | • Lack of student engagement  
|                   | **On Average** (4.25 - 4.75) | Tutor is on track for high quality sessions.                                      |
|                   | **Too Low** (<4.25)   | • Time management issues  
|                   |                         | • Approach concerns  
|                   |                         | • Inappropriate tone  
<p>|                   |                         | • Concerns with clarity of communication or explanations                          |
| <strong>Acceptance %</strong>  | <strong>Above 85%</strong>          | Evidence that tutor has strong content knowledge and no                            |</p>
<table>
<thead>
<tr>
<th>(A%)</th>
<th>attendance concerns.</th>
</tr>
</thead>
</table>
| Below 85% | • Content knowledge concerns  
• Connection issues  
• Attendance concerns  
• Difficulties using voice tool |
| Average Session Length |  |
| Too long (>40 mins.)* | • Time Management issues  
• Content knowledge concerns  
• Approach concerns  
• Communication concerns |
| Average Length* | Evidence that Time Management and Approach are not an issue. |
| Too short (<18-22 mins.) | • Lack of student engagement  
• Answer giving  
• Content knowledge concerns |
| Voice Used vs. Voice Not Used |  |
| High (>85%) | • Evidence that tutor is able and willing to conduct voice sessions |
| Low (<85%) | • Difficulties connecting or using voice tool  
• Tutor not asking student to activate voice in voice session |

*Assuming session length guidelines for the subject is 18-22 minutes

A Spot Check should be a quick analysis of the various data points to identify potential concerns and appropriate actions to take. Through an analysis of the numerical data, you are developing a hypothesis and determining if it is supported based on the other information available. (Example, if in the data you see very high ratings and low session length, your hypothesis may be that there is a lack of student engagement in the tutoring sessions. A Spot Check of some sessions would then be in order to determine if this hypothesis is supported). The procedure below is an example to demonstrate how you might go about reviewing the data in the mentoring tools to ensure you have considered all relevant information. The purpose of the analysis of the quantitative data is to determine if there is a potential concern that should be investigated further.

Expand all categories on the Tutor Information Page.

- Any recent quality concerns noted?
  - If 'Yes' you should be mindful of these as you continue your review of the data.

- Any downward trends with ratings or overall general low ratings?
If 'YES,' has a decent number of sessions been completed to support a possible concern? (As a general rule, about 30% of all sessions are rated. E.g., if only 10 sessions were completed, only an average of 3 sessions was likely rated.

- If 'YES,' potential pedagogy concerns.

- Ratings exceptionally high?
  - If 'YES,' it could be signs of a potential lack of student engagement in sessions.

  - If low (<20 minutes), could further support a hypothesis of a lack of student engagement.
  - If high (>40 minutes), could further support a hypothesis of pedagogy concerns (poor approach, time management, explanations, etc.)

- Overall A% < 85% (Session Decline Information)?
  - If 'YES,' could support a hypothesis of connection issues, content deficiency, or attendance concerns.
  - A% < 85% in a specific subject or subjects (Session Decline Information)?
    - If 'YES,' could support a hypothesis of content deficiency in that subject or subjects.
  - A% < 85% for voice session requests (Voice Session Decline Information)?
    - If 'YES,' could indicate an unwillingness to use voice, or technical problems with the voice tool. A low percentage of requests accepted while enabled does not warrant looking at sessions, but may require reminding the tutor to adhere to Tutor.com Voice policies.

- Does Accepted % + % of Sessions Declined for recent months equal or come close to 100%?
  - If no, this could be a sign of a potential connection issue, which can affect O% as well. Further data to investigate can be requested from Tutor Support.

- Is the number of sessions with voice used (Voice Session Decline Information) less than 85% of the number of sessions with voice requested?
  - If yes, this could be a potential concern with a tutor being unwilling or unable to use voice in sessions. A low percentage of sessions with voice used does not warrant looking at sessions, but may require reminding the tutor to adhere to Tutor.com Voice policies.

If there is no indication of potential concerns, that is, if the numbers do not lead to a hypothesis that requires further investigation, then no sessions need to be reviewed and no further analysis is required. You will submit your recommendation based on your findings and the Spot Check is completed.
While we can offer a few scenarios, there are many that you will come across. Determining if there is a potential concern that exists that requires further investigation will be the result of combination of the analysis of the quantitative data in the mentoring tools, the tutor’s quality history, and sound, professional judgment. There is no black and white recipe for knowing when you will need to analyze sessions in a Spot Check. We can provide guidance, but experience and familiarity with how the information in the mentoring tools can demonstrate potential concerns are key.

A few instances that should result in the analysis of some sessions would include:
- If there are recurring quality concerns that have been noted in recent Reviews/Spot Checks.
  - If the recurring quality concern is content of a subject that is Content Reviewed, you should check the Content Review sheet to see if there are any recent concerns that would warrant recommending a full review be completed.
- For the first Spot Check following a status change.
- If the tutor was recently transferred to your team and the next Quality Check scheduled is a Spot Check.
- If there is a month to month trend of low ratings, even if the number of sessions completed is low. (3 sessions in one month with a low rating would not be a large concern, but a pattern of this happening for multiple months would warrant a closer look).
- If you are considering a status change and the quantitative analysis of data looks good, analyze the most recent sessions prior to making a recommendation for status change.

Here are some additional scenarios you may run into. The chart below provides some guidance in your decision making processes.

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
<th>Scenario 4</th>
<th>Scenario 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratings</td>
<td>4.82</td>
<td>3.99</td>
<td>4.05</td>
<td>4.56</td>
</tr>
<tr>
<td>Session Count</td>
<td>22</td>
<td>102</td>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>Session Length</td>
<td>18.55</td>
<td>26.78</td>
<td>24.65</td>
<td>20.69</td>
</tr>
<tr>
<td>A%</td>
<td>89.2%</td>
<td>93.6%</td>
<td>88.1%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Recent Quality Issues</td>
<td>Lack of Engagement</td>
<td>None listed</td>
<td>None Listed</td>
<td>Content Concerns</td>
</tr>
<tr>
<td>REVIEW SESSIONS?</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>
Session Analysis Process

If the analysis of the quantitative data, results in hypotheses which can be further investigated, then the next phase involves an examination of a small selection of sessions.

Selecting Sessions for Spot Check

The sessions you choose to analyze will be dependent on the potential concern that was identified during the quantitative analysis phase of the Spot Check. Each session in the drop down list of the Spot Check Form contains some of the data (subject, rating, session length, etc.) you would need to appropriately select a session that may support your hypotheses. A careful screening of these data will help you determine which sessions would be best to select and examine.

Do consider the data from voice sessions during the first stage of a Spot Check. However, if you conclude that reviewing actual sessions is appropriate, do not analyze sessions that have been conducted using voice rather than chat. The transcripts or recordings of voice sessions should only be analyzed as part of a formal Review.

The chart below continues the above scenarios by suggesting the types of sessions that should be selected based on the hypothesis. While this is only a sample of situations you may encounter, the general thought process can be used when approaching novel situations.

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Sessions to Examine</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of student engagement</td>
<td>Identify sessions &lt; 20 mins with high ratings and review for a lack of engagement (example, blatant answer giving).</td>
<td>A lack of engagement can also at times be an indicator of a lack of content knowledge (if we aren’t highly familiar with a concept, we will have a hard time having a meaningful discussion about it)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 2</th>
<th>Sessions to Examine</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Pedagogy</td>
<td>Low rated.</td>
<td>Reviewing low rated sessions could give us insight into what the students are</td>
</tr>
</tbody>
</table>
not happy about. A tutor with notable pedagogy issues will likely exhibit them in all subjects.

<table>
<thead>
<tr>
<th>Scenario 3</th>
<th>No need to review sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 4</td>
<td>Content deficiency</td>
<td>Sessions of meaningful length, if low A% in a particular subject, multiple sessions in that subject should be reviewed.</td>
</tr>
</tbody>
</table>
| Scenario 5  | Content Deficiency & Poor Pedagogy | If low A% in one subject, review some sessions from that subject...review other sessions based on the data reviewed (e.g., if session length is high, examine a longer session to determine what is causing it to go long...poor time mgmt., approach, unclear explanations, etc.) Content deficiencies can often manifest themselves into pedagogy concerns. Without strong content knowledge.  
  - It is difficult to have a meaningful discussion or ask effective leading questions (resulting in more telling then engaging).  
  - Unclear explanations and choosing an ineffective or unfamiliar approach can lead to time management and/or student understanding concerns. |
| Scenario 6  | Poor Time Management        | Identify sessions > 20 minutes and look for clear roadmap, unclear explanations, or poor time management |

When your initial concerns pertain to content and the available data (both quantitative and historical) do not make the sessions completed ideal for testing your hypotheses related to these content concerns, you should not review sessions. For example, suppose that the data indicate possible issues with decline rates in chemistry requests, but there are no chemistry sessions to be reviewed. Reviewing sessions in such a situation would, of course, be unproductive. On the Spot Check form, click the radio button for “Discuss completing a formal review with my Senior Mentor”, and email your Senior Mentor/Mentor Manager to recommend a formal Review.

Session Analysis

The session analysis for a Spot Check is not a complete Review. We have identified instructional challenges that are frequently observed in low quality sessions. The focus of Spot Checks is on these instructional challenges. The initial hypotheses from the quantitative analysis serve as an indicator of potential concerns. However, once sessions are analyzed you should identify any issue that falls within any of the instructional challenges that are the focus of the Spot Check. For example, your original hypotheses may be time management concerns; however, the sessions may reveal content errors or tone issues. Each of these concerns should be noted in the Spot Check Form.
For each session analyzed, if a concern is noted for one of the categories outlined above in the Focus of the Spot Check section of the manual, select the “Yes” radio button. A full Review should be your recommendation if a combination of the sessions results in:

- At least two “yes” responses in the categories Communication, Approach, or Time Management
- At least one “yes” response in the category of Content

After making a recommendation, save the Spot Check and submit it. If your recommendation is for a formal Review, a discussion with your Senior Mentor must occur before completing the Review to ensure Senior Mentor consensus. Send your Senior Mentor an email recommending a formal Review for the tutor.

Please see the Mentor Tools manual for complete instruction on how to use the Spot Check form.

Flagged Sessions at Time of Spot Check

The Spot Check is an internal check that does not result in feedback to the tutor, but it does provide a Mentor with a clear point in time to check in on a tutor. There is a mechanism for tutors to flag a session for the Mentor to review and those sessions are located in a separate folder marked Tutor Flagged Sessions. **After a Spot Check, if time permits,** it is a good idea to read through the comments for flagged sessions regardless of whether or not it is a session you specifically analyzed in your Spot Check. If the tutor has left a specific question about that session in the comments, be sure to take the time to answer that question for the tutor, **as time allows.** This time spent communicating with the tutor on flagged sessions should be considered a part of your Tutor Support time and reported as Tutor Support and NOT a part of the Spot Check time. “If time permits” relates to the time the Mentor has available for Tutor Support, not Spot Check time. If the tutor is flagging an excessive number of sessions, the Mentor simply may not have time to review them all. In this situation, remind the tutor of this, and the purpose of this feature.

As a reminder flagged sessions are removed from the folder after a Review is completed. So if the Mentor is unable to address the flagged sessions at the time of the Spot Check, these sessions will remain in the folder so they can be addressed at a later time or at the time of the next Review.

Tutor Reviews

Formal Reviews are completed on an alternating basis with Spot Checks. Formal Reviews are the more thorough of the quality checks. Formal Reviews provide Mentors the opportunity to provide affirmation of what the tutor is doing well, and the time when feedback, suggestions, and resources are provided to support the tutor in the development of their tutoring skills.

Review Length

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The time to complete Reviews should be based on the quality of the tutor and the work being performed.
Once a tutor has completed the probationary period it is the expectation that major quality issues have been addressed and resolved. While there are times when new quality issues will arise (e.g., a subject is added after the tutor begins tutoring and content related issues are later identified), this is not something that we would expect to be the norm.

While Review times for tutors will vary from tutor to tutor, there are a few key points to be mindful of when completing reviews:

- **Average Review times** for the past 5+ years have been in the 33-35 minute range. While some reviews will take longer than this and some will take much less time, Mentors should strive to have their **average review time** fall into this range during each pay period.
  
  - It takes *slightly* longer to perform a review if you must listen to parts of voice sessions: the **average time** for such reviews should be around 38-40 minutes. If you find yourself taking **much** more time on reviews that involve listening to pieces of voice sessions, you need to approach those reviews in a different, more efficient way. Note that, in many cases, you will not have to listen to any of the actual recording even if a session is conducted using voice.

- **No review should take more than 60 minutes**, regardless of the quality level of a tutor.
  
  - A tutor who requires this much time for a Review is one that has serious quality issues that need to be resolved quickly. Continued reviews of 50+ minutes for any one tutor **should not** be occurring.

- The majority of our tutors are high quality tutors and have proven themselves over the course of many months/years. The likelihood that a high quality tutor will suddenly begin displaying quality concerns is minimal. As such, Reviews for tutors that have consistently demonstrated quality sessions should require less than the average time for reviews.

- The first few Reviews for a tutor added to the team may take longer than the average time.
  
  - New probationary tutors may require more time (e.g., 45-50 minutes) if it is necessary to address quality concerns, and as the Mentor starts getting familiar with the tutor’s abilities.

  - While transfer tutors may require more time for the first review the Mentor completes, a quick review of the information available in the Mentor Tools should allow the new Mentor to determine if serious quality issues are present.

- New Mentors may require more time for the first reviews they complete as they get acquainted not only with the tutors on their team, but also to the Mentor Tools and quality check procedures.

While we will not be focusing on individual Review times, but rather average Review times for the pay period, we would strongly encourage Mentors to utilize the payment earnings worksheet to track time spent on individual Reviews to determine if the average time is within the guidelines that are in place. Should there be a pay period when high average Review times are noted, the Mentor may be asked to provide detailed information pertaining to Reviews completed for a short time going forward as a means to work together with provider management and ensure Reviews are being completed in an efficient manner.

### The Focus of Reviews

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As you review sessions that your tutors have completed, it is important that you are keeping in mind the big picture – meeting each student's needs in an educationally sound manner. While a Spot Check
provides an opportunity for a quick screening of quality, the goal of a Review is to capture a more thorough picture of tutoring quality and areas of potential growth for the tutor.

To that end, the focus of Reviews should be on all of the tutoring categories that serve as the main areas of evaluation that have the largest impact on the overall quality of a session.

The focus of reviews should be on these 4 key topics...

- **Content: Ensuring that the content is correct**
  - Was accurate information and guidance provided in the sessions reviewed?

- **Communication: Ensuring communication was clear, encouraging, and professional**
  - Were explanations provided clear, concise, and appropriate for the student’s level of understanding?
  - Were the concepts clearly communicated during the reviewed sessions?
  - Were the students treated with courtesy and respect?
  - Was positive reinforcement provided?
  - Was appropriate tone and language used?

- **Approach: Ensuring that the instructional approach was appropriate for the student**
  - Did the students receive the help they needed? (If not ask yourself why and how could it be improved? Was the tutor missing cues from the students or were the students not engaging with the tutor? How could the tutor adjust his/her approach to engage the students more?)
  - Did the students receive that help in an educationally sound way and without being inappropriately given the answers?
  - Were the students’ question, method, level, and preferred approach properly defined and addressed?
  - Was the student’s understanding monitored during and at the conclusion of the reviewed sessions?
  - Did the tutor assist the students in understanding through guidance and involvement using the students’ desired approach, and meeting students where they are in their learning?

- **Time Management: Ensuring that the students’ needs are met in a timely manner**
  - Did the tutor initially determine student’s prior knowledge and establish a roadmap for the session based on the question, student level of understanding, and the time available?
  - Did the tutor continue to maintain student’s expectations and the roadmap to ensure the session arrives at an educationally sound conclusion?
  - Did the tutor appropriately communicate expectations for the session with the student?
  - Did the tutor end the session in an appropriate manner and bring the session to an educationally sound conclusion?
  - Did the tutor proceed at the student’s pace, adjust the approach to meet student’s needs, and use effective time management?

- **Policies & Procedures: Ensuring that key Tutor.com policies are adhered to including:**
  - Appropriate session length
1. Please note: the session length guidelines are in the Tutor Resource Center, be sure to familiarize yourself with them as they vary per subject. The key points about session length guidelines are:
   a. They are guidelines and not hard and fast rules;
   b. Every session should be brought to an educationally sound conclusion;
   c. We look at session length on the average not session by session.

   o Appropriate website content
   o Appropriate use of troubled student policy
   o Adherence to attendance policies
   o Adherence to voice policies
   o No contact information exchanged

An important note here is that while you may sometimes note policies that are not being strictly followed, if they do not directly affect the quality of the session, it usually is not necessary to comment on them. The exception to this would be if they involved security issues, such as providing contact information, inappropriate/offensive websites and/or language, mishandling troubled students, etc.

How to Complete a Review

For detailed information on how to navigate the mentoring tools, please see the Mentor & QC Tool Manual (located in the Mentor Resource Area).

Selecting sessions for Review

While there is no definitive number of sessions that must be reviewed when you are completing a Review, it is essential that you review enough sessions to get a sense of the tutor’s overall quality. The number of sessions you will review will depend on a number of factors, including but not limited to, the status of the tutor, the known quality of the tutor, how many sessions have been completed since the last review, average rating since the last review, number of low rated sessions, etc. It will require the use of good judgment to determine how much of the review cap should be spent reviewing sessions, and how much time should be spent providing feedback. Some comments/suggestions pertaining to this would be:

   a. When conducting a Review for a tutor, you are provided access to. . .
      i. All sessions conducted for the last 6 months.
         1. It is only necessary to review sessions that have taken place since the last review. (For ease use the “sessions since last review” link on the tutor info page.)
         ii. All flagged sessions conducted since the last Review (Remember you can sort the sessions since last Review for flagged sessions.)

   b. If a tutor has only completed 1 or 2 sessions at the time a Review is due, you can wait a day or two to see if additional sessions are completed. If, however, no additional sessions are
completed, the Review should be conducted at that time. Remember, reviews are a means of providing regular and helpful feedback to the tutor, but they are also a way to keep the lines of communication open as well.

c. Prior to completing a Review, reviewing the issues noted in previous Reviews as well as the information available on the Tutor Information page will serve as a reminder for issues which were previously addressed with the tutor, or notify you of recent concerns that need to be addressed.

d. As you review sessions, it is also important to keep in mind the student perspective. Students spend their days in teacher-centered environments. They come home to parent-centered environments. We provide a student-centered environment where they can get the help they need. If tutors are not meeting the needs of the students, then the service is not working.

e. The goal of the Review is to review the overall educational quality of the tutor’s sessions to ensure that student needs are being met. When skimming through sessions, take notes if you see a recurring pattern emerging.
   i. For example, if you skim through 4 sessions and in 3 of those sessions you notice that the tutor is simply sending websites to the student with no discussion, you should note this as something to mark as an issue in the Review, as it is affecting the educational experience the student is receiving.
   ii. Provide critical feedback and recommend resources only on the issues that are directly affecting the quality of the session and preventing the student’s needs from being met.
   iii. Identify patterns of tutoring strengths as well; effective feedback should point out areas of concern as well as areas of success.

f. If preparing for a Review, the sessions selected for reviewing should be from the date of the last Spot Check. If no sessions have been completed since the last Spot Check, then you can use any of the sessions that are available since the last full Review was completed.

g. After you have completed your review of the tutor’s chat sessions, one or more voice sessions should be selected for reviewing if the tutor has completed any. The purpose of reviewing these additional voice sessions is to determine if any trends identified in chat sessions also appear in voice sessions and/or identify any concerns unique to voice sessions. Reviewing voice sessions can be time-consuming, and should be kept to the minimum necessary to verify that there are no trends of quality concerns. Once you are finished reviewing the tutor’s non-voice sessions, review one voice session, as described below.

There are two situations in which you should review 1-2 additional voice sessions after reviewing this first one:
   i. If there have been any areas marked as “Below Expectation” in the last two reviews for this tutor. If the tutor has had recent quality concerns, it is important to be sure that voice sessions, as well as chat sessions, are free of these concerns.
   ii. If, while reviewing the first voice session, you discover a quality concern that did not appear in the chat sessions. It is important to determine if there are quality issues that occur in the tutor's voice sessions but not in his or her chat sessions.
There will be flagged sessions included on the list of sessions for the mentor to review, available in a separate folder marked Tutor Flagged Sessions. If time permits, it is a good idea to read through all the comments for flagged sessions regardless of whether or not it is a session you specifically comment on in your Review. If the tutor has left a specific question about that session in the comments, be sure to take the time to answer that question for the tutor, as time allows. If the tutor is flagging an excessive number of sessions, you simply may not have time to review them all. In this situation, you should remind the tutor of this, and the purpose of this feature.

As a reminder, the flagged sessions are removed from the folder once the Review is finalized and submitted, but they are still available under “Past Sessions” along with the other sessions. Mentors should keep in mind the Review caps to determine how much time should be spent on these various aspects of completing the Review to provide the tutor with the feedback that will be the most beneficial. It is up to the Mentor to determine how best to utilize the time to ensure reviews are being completed within the caps provided.

How to Review a Voice Session:

1) The first step should be to read the transcript of the voice session. Because there can be many errors in any computerized voice-to-text transcription, it may be difficult to follow an entire session from the transcript alone. However, because listening to voice sessions is time-consuming, you should always examine the transcript first, and determine if there is evidence to warrant listening to one or more parts of the voice session. The goal is to get as much as you can from the transcript before listening to any of the actual recording, and to identify specific points of the session to listen to if this is necessary to confirm that there are quality concerns.

Here are some tips on detecting specific quality issues from the transcript alone.

- **Time management:** is the student’s question simple or complex? Skimming through the transcript, does it seem as though the student is grasping ideas quickly or struggling to learn the material? Obviously, if the question is simple and the student is picking things up quickly, the session should be relatively short. Dead time and slow responses by the tutor can be detected by looking at the time stamps beside each statement by the tutor and student.

- **Student engagement:** who is doing most of the talking, the student or the tutor? Are there stretches in the transcript where the tutor is talking without interruption?

- **Look at the beginning of the transcript.** Does it appear that the tutor begins by determining what the student already knows, and by identifying what the student needs?

- **Look at the end of the transcript.** Does it appear that an educationally sound conclusion is reached?

- **As you skim through the session, is the communication clear?** Are the tutor’s responses short and clipped? Could there be a tone issue?

2) Listening efficiently to sessions

Do not resort to listening to the recording of the session unless it is necessary. If the tutor has a recent history of some quality concern (as noted above), it may be appropriate to listen to pieces of the session in order to check specifically for that concern—but only if you find yourself unable to assess the session
for that concern from the transcript alone. Of course, you should choose pieces of the session where this concern is most likely to be revealed:

- **Clarifying student's needs**: beginning of the session
- **Ensuring student understanding**: middle and end of session
- **Engagement**: middle of the session
- **Content, Clarity of Communication, and Tone**: From the transcript timestamp, you may be able to identify points in the session where content is critical. Listening to short sections of the session at these points will allow you to verify that the content is correct. They should also give you a sense of the tutor's tone, and how well the tutor is communicating.

As a guideline, if you have listened to 10 minutes' worth of a session or sessions in total, and you have not found any quality concerns, you should stop. If you find a quality concern in those first 10 minutes, it is reasonable to spend up to 10 more minutes listening to parts of sessions. It should be quite unusual for you to spend 20 minutes listening to sessions in any one review. If there is no recent historical evidence of quality issues, you should not have to listen to more than 10 minutes.

For most subjects, across all reviews that involve voice sessions, you shouldn’t find yourself using more than an average of 10 minutes per review actually listening to recordings. If you find yourself regularly exceeding these limits, it could mean that you are not using your time efficiently. However, the transcription may be more difficult to evaluate for certain material (foreign languages, mathematics, and the math and technical vocabulary in some science sessions). In these situations, an average of up to 20 minutes per review may be acceptable. However, it should still be quite unusual for you to spend more than 20 minutes listening to sessions in any one review.

**Feedback to tutors – Completing the Form**
The format of the tutor Review is one that utilizes a combination of free-text and check boxes designed to identify and offer feedback for areas of concern and to recognize areas of strength. The form is designed to allow Mentors to focus feedback on the areas which have the greatest impact on the quality of the educational experience which include content, communication, approach, and time management. When writing the Review, it is important that the areas of concern noted are recurring issues that directly affect the educational experience the student is receiving. The exception to this is for situations involving content errors or concerns that are severe in nature (e.g., extremely poor tone). In cases such as this, a recurring pattern is not necessary before the issue is commented on.

**General Information**
The top of the form contains general information about the tutor, including:

- Name and Status
- Date review started (created on) and posted (last updated on)
- Name of mentor completing review
- Average student rating for the last 6 months
- Accepted % for the last 3 months
- Sessions completed since last status change

**Feedback to Tutor**
The main portion of the form consists of categories and subcategories that Mentors will evaluate and note if the overall quality of the work being completed in each area is below expectations, meets expectations, or exceeds expectations (additional definitions of these ratings below). For each
subcategory, Mentors can also select up to two illustrative sessions and include brief comments pertaining to the issue.

**Category:** These are the main areas of evaluation that have the largest impact on the overall quality of a session. These include...

- **Content**
- **Communication**
- **Approach**
- **Time Management**
- **Policies & Procedures**

**Content:** Mentors will assess sessions to determine if the tutor is A) providing correct information and/or accurately verifying information presented by the student, and B) demonstrates an acceptable level of content knowledge to be tutoring the subject (as evidenced by rates of declines and transfers as well as the manner information in which is conveyed in the session).

**Communication:** Mentors will be reviewing sessions to ensure tutors are communicating effectively with students in a manner that is clear and ensures student understanding in both written and verbal formats (as applicable). Mentors will determine if the tutor is creating an encouraging, professional, and welcoming environment.

**Approach:** The approach used in a session is defined as the manner in which the tutor interacts with the student during the learning experience through identification of the student’s prior knowledge and needs, effective engagement, adapting their approach as needed, and ensuring understanding throughout the session.

**Time Management:** Time management is defined as how well the tutors use their time with the student to create a sound educational experience within the session length guidelines for the session. This includes identifying the student’s needs and creating a road map quickly to start the session, knowing when to change approach to keep the session moving forward, utilizing the tools and resources of the classroom efficiently, and managing the road map to ensure the session is brought to an educationally sound conclusion.

**Policies & Procedures:** This section refers to areas of concern not noted above that may not necessarily affect the quality of the session itself, but are important areas to address with tutors should they arise. Some examples would be: handling troubled students effectively, dealing with students who provide contact information, declining voice sessions or not using voice in voice sessions, etc.

The lower half of the review form contains several sections for providing additional feedback and information.

**Comments:**
The comments section of the form is a free text area that allows mentors to provide an overall summary of the tutor’s work, progress towards a status change, areas to continue to work on, etc. If there are areas of concern the tutor should work, the Comments section should contain clear actions the tutor should take in order to address these concerns. The information provided here should not be lengthy, but rather a summary of the overall quality of the tutor’s work.

**Recommendations:**
This section of the Review form is where mentors will indicate their recommended action plan for the tutor. Please note that at this time, this information is not communicated with anyone on the mentoring team. If you are recommending an action plan other than “Complete next Spot Check/Review as scheduled,” you should contact your Senior Mentor to discuss the situation.

**Internal Comments:**
This section is for mentors to leave additional information pertaining to the quality of the tutor’s work. For example, the Mentor may include a note to be sure to keep an eye out for signs of a lack of engagement in the next Spot Check, and should it continue an Advisory may be needed. Information included in this section will be visible only to the mentoring team, not the tutors.

**Feedback to tutors – Content of Feedback**

a. When working to identify issues of concern, it is important that Mentors are always looking for the root cause. For example, a tutor may be conducting sessions well beyond the average session length guidelines, but providing detailed information as to the cause of those long sessions (ineffective pacing, unclear explanations, inadequate approach, etc.) and providing suggestions for how to improve in these specific areas is the information the tutor needs to be able to improve and succeed. A few examples to illustrate this would be:
   i. Session Length – root cause could ineffective pacing, unclear explanations, inadequate approach, and even a lack of content knowledge that results in the tutor just not being able to have an efficient and meaningful discussion.
   ii. Accepted % - the root cause of this could be, connection issues, lack of content knowledge, not attending to the classroom while logged in. Telling a tutor his A% is low without any indication of what might be the cause will likely not result in improvement. If the A% is low, it is imperative to review the available data and reasons sessions were declined to identify the root cause.
   iii. Low Ratings – there are many possible root causes for student dissatisfaction and it will require a review of some of the low rated sessions to work to determine the contributing factors.

b. The Illustrative Sessions section allows you to select the sessions that can be used to help illustrate the concerns noted. The comments fields can be used to provide additional clarification/explanation regarding the details of the concern/quality issue. You can also copy
and paste specific short excerpts from a chat log into the feedback section as needed to provide clarity to your comments.

Illustrative sessions can also be used to point out strengths for tutors. Similar to concerns, areas of strength should be trends observable throughout a tutor’s sessions. It is important that a balance is created depending on the situation. That is, if a tutor is struggling in a number of areas, providing one or two illustrative sessions for what is going well can improve the tutor’s reception of the concerns being noted. Conversely, if too much positive feedback is provided when there are serious concerns that need to be resolved, it can result in the tutor not seeing the level of concern or taking the time necessary to focus on these areas in need of improvement.

c. Mentors should strive to avoid comments that pertain to issues that are not recurring quality issues (e.g., an issue that was noted in one session that is not indicative of the tutor’s overall quality).
   i. Note that in situations involving content errors, or concerns that are severe in nature (e.g., extremely poor tone), a recurring pattern is not necessary before the issue is commented on.

d. When an issue of concern is first addressed, Mentors should refer the tutor to appropriate Tutor.com materials (e.g. Tutor.com videos, manuals, sample sessions, content templates and web resources included in the Tutor Resource Center). This serves two purposes. It saves the Mentor time to improve efficiency and it also encourages consistency because all tutors will be getting the same information, namely the information in the videos, resource guides, and manuals. Should the issue of concern persist, an alternative approach with more specific feedback relative to the situation may be appropriate. If you are unsure of what feedback would be helpful, you can discuss with your Senior Mentor.

e. Providing positive feedback is equally as important as pointing out areas in need of improvement. Hearing only the negative can result in animosity, a lack of confidence, and a loss of interest in making an effort to improve. It is important as Mentors that we are supporting our tutors in the journey to become an effective tutor.

f. It is important to remember, there is always more than one way to provide a quality experience – it may not be the way you as the Mentor may have done things, but the end result was equally acceptable. So if it is not the way you would have done it, but the needs of the student were met in an educationally sound manner, it is not necessary to provide a suggestion on how the tutor might have done things differently.

When reviewing tutors is helpful to follow a 4-step process to help them achieve results. These include:

1) Accurately identify the area of concern. This is the crucial first step, and if this is not done, you will not be able to provide targeted, useful feedback.

2) Provide specific example(s) from the tutor’s sessions that illustrate this concern.

3) Help the tutor understand why this is an issue by using evidence from illustrative sessions...and why it needs to be addressed.

4) Provide the tutor with actionable feedback to help him work to address the areas of concern.
When providing feedback to tutors, it is essential that Mentors are ensuring they are not only identifying the concern, but also providing actionable feedback that will help a tutor improve in those areas. For example, if a Mentor simply tells a tutor that his sessions are too long and s/he needs to reduce session length, this provides no information on A) what is causing the sessions to be long (e.g., poor time management, trying to do too much, unclear explanations resulting in additional time to clarify the information) or B) specific actionable feedback/resources to support him/her in his goal to resolve the issue.

Learning by example is a very useful technique to employ, for both students, and tutors. And actionable feedback is a powerful tool. This can come in the form of:

- Specific examples from a tutor’s session that clearly illustrates the concern, with an explanation of why it was a concern...
- Providing annotated excerpts from a tutor’s own session, where the tutor can see suggestions for how the situation might have been handled differently, or a more appropriate/effective statement made...
- Offering content specific web resources for areas a tutor may be struggling with or deficient in.
- Referencing specific resources from the Tutor Resource Area, and as applicable, specific portions of the resource to help the tutor focus on the area of concern needing to be addressed...
- Offering specific examples of alternative statements that might have been used, or examples of effective leading questions that would have aided in getting the student more engaged in the discussion.

Actionable feedback comes in many forms, but the primary goal should always be to provide the tutor with information and resources to support the tutor in his/her quest to improve.

The purpose of this checkbox/free-text format is to allow Mentors to spend the majority of the time provided reviewing sessions, as opposed to writing large amounts of text. The Review should remain focused on...

1. Identifying the recurring quality issues that are affecting the experience the student is receiving,
2. Clarifying the issues of concern, through illustrative sessions and/or focused feedback, and
3. Directing tutors to selected resources for them to review to resolve the issues of concern noted.

**Level of Quality**

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Each category available on the Review form requires the Mentor to note the level of quality being demonstrated in this area. These levels are noted as one of 3 ratings:

- Below Expectations
- Meets Expectations
- Exceeds Expectations

In addition, there is an option for Not Applicable if it is a situation in which there may not be adequate information available to assess the quality of the work done. For example, for the category of “Demonstrates effective oral language skills,” the tutor may not have completed any sessions using the
voice feature. In this case, the Mentor is not able to assess the quality of this area, and Not Applicable should be selected.

Here is some additional information pertaining to the definitions for each of these levels of quality.

**Exceeds expectations** – In the sessions reviewed, the tutor consistently goes above and beyond to provide a quality experience in this area for each student. The tutor’s skills in this area are consistently demonstrated at a level that could be used to demonstrate quality to another tutor. This rating is for exceptional work in the category and should be used with discretion.

**Meets expectations** – In the sessions reviewed, the tutor regularly provides a quality experience in this category. The skills demonstrated would usually provide each student with a sound educational experience. This is the category that will be selected most frequently.

**Below expectations** – In the sessions reviewed, the tutor fails to demonstrate proficiency in this category. The deficiency may affect the overall quality of the tutor’s sessions and needs to be addressed in order to ensure the tutor is providing each student with a sound educational experience and/or adhering to policies.

**Tutor Perspective**
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The tutor will see the mentor’s feedback and comments, broken down by the various sections, in the review. The tutor will not see the overall rating or the Internal Comments left by the mentor. In your feedback to your tutors, it is important that an appropriate balance between areas of concern and praise is achieved. Mentors should not be overly positive unless the facts of the session support that. Nor should they be overly negative, as improved performance by the tutors could be discouraged. Before posting the Review, read through it as if you were the recipient of this feedback. What would you get from this feedback? Would you be encouraged to improve?

**Summary**

A few additional points we would offer as reminders:

- We expect tutors to come to tutoring prepared to tutor. In most cases, we should not need to provide detailed feedback on how to tutor or on the content involved in the subjects they tutor. We have numerous resources available to which tutors can be directed. If a tutor needs a little nudging and feedback at the beginning to get up to speed, that is fine. If a tutor needs substantive, ongoing feedback and coaching, then they are not prepared to be tutoring with us.
- Clearly, we want to be supportive of our tutors. We are the only online tutoring service that provides a mentoring program. We recognize that mentoring is a balancing act between making sure that tutors are providing a sound educational experience for the students, our customers, and providing positive reinforcement and a communication link for tutors as much as possible. Sometimes it is easy to tilt toward one side or the other. We want to reinforce the concept that even constructive criticism can and should be conveyed in a respectful way.
We cannot spend unlimited time helping a tutor get up to speed when that means that students are receiving sessions of lesser quality. That being said, it is important to keep in mind that the goal of the service is to provide the highest quality educational experience possible to students.

**Status Changes**

**Standards**

Tutor.com has created a series of Tutor Statuses to reward and encourage tutors who strive to continuously improve their tutoring work with our students. Status changes are not a given. Not every tutor will achieve the highest status. This is a system that rewards the tutors who consistently demonstrate an ability to assist students of all levels to achieve understanding of the material.

**Probationary Period**

Although every tutor brings exceptional content knowledge and skills in teaching or tutoring to their work with Tutor.com, there is a learning curve in adapting to the fast-paced Tutor.com online environment. Each tutor starts as a probationary tutor. Following the completion of the first tutoring session, every tutor is assigned a Mentor.

The Probationary Period can last up to 60 days. During this timeframe, Mentors review tutor sessions and provide feedback to share the best practices we have developed over time and assist tutors as needed to adapt their tutoring skills to the Tutor.com online environment.

This is also a time for tutors and for our service to determine whether this form of tutoring is a good fit for both, as online tutoring is in many ways quite different from classroom teaching and face to face tutoring. Tutor.com mentors are reviewing sessions to determine whether each tutor possesses the availability, reliability and quality of tutoring to meet the needs of the many students who access our service. Mentors will also make available resources that tutors may find helpful.

**Tutor 1 Status**

When it is determined that the tutor demonstrates the requisite skills and availability to meet the needs of the students who use our service, the tutor is removed from probation and officially accepted as Tutor 1. Mentors will be looking at the following guidelines when considering a change of status.

- **Availability:**
  - Maintaining an acceptable online percent based on the number of scheduled hours, as outlined in the Attendance Policy.
  - Completing a sufficient number of sessions to ensure necessary practice (typically achieved after about 50 sessions).

- **Content Knowledge:**
  - Maintaining an accepted percentage of at least 85% overall and for each individual subject while ensuring a low number of transferred sessions. (A high number of declined or transferred sessions can be an indication of inadequate content mastery.)
• As subject matter experts, displaying a high level of expertise in each approved tutoring subject.

• **Student Support:** Bringing a high level of enthusiasm, providing positive reinforcement, and encouraging student engagement to create a positive learning environment during sessions.

• **Sound Pedagogical Approach:** Demonstrating on a consistent basis a firm grasp of the key elements of effective tutoring, as detailed in the “Basic Principles of Quality Tutoring.”

• **Student Satisfaction:** Achieving and Maintaining an average rating of 4.3 (Student ratings are a measure of student satisfaction).

• **Dependability/Reliability:** Achieving and maintaining performance within the accepted range for online percentage, connection failure rate, and voice enabled percentage.

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**Tutor 2 Status**

• **Availability:**
  - Maintaining an acceptable online percent based on the number of scheduled hours, as outlined in the Attendance Policy.
  - Completing a sufficient number of sessions to ensure necessary practice (typically achieved with at least 300 sessions since reaching Tutor 1 status).

• **Content Knowledge:**
  - Maintaining an accepted percentage of at least 85% overall and for each individual subject while ensuring a low number of transferred sessions. (A high number of declined or transferred sessions can be an indication of inadequate content mastery.)
  - As subject matter experts, displaying a high level of expertise in each approved tutoring subject. While all tutors are subject matter experts, Tutor 2’s display not only great breadth but also exceptional and consistent depth in content proficiency.

• **Student Support:** Bringing a high level of enthusiasm, providing positive reinforcement, and encouraging student engagement to create a positive learning environment during sessions.

• **Sound Pedagogical Approach:** Demonstrating on a consistent basis a firm grasp of the key elements of effective tutoring, as detailed in the “Basic Principles of Quality Tutoring.”

• **Student Satisfaction:** Achieving and Maintaining an average rating of 4.5 (a measure of student satisfaction).

• **Dependability/Reliability:** Achieving and maintaining performance within the accepted range for online percentage, connection failure rate, and voice enabled percentage.

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**Tutor 3 Status**

• **Availability:**
  - Maintaining an acceptable online percent based on the number of scheduled hours, as outlined in the Attendance Policy.
  - Completing a sufficient number of sessions to ensure necessary practice (typically achieved with at least 300 sessions since reaching Tutor 2 status).

• **Content Knowledge:**
  - Maintaining an accepted percentage of at least 85% overall and for each individual subject while ensuring a low number of transferred sessions. (A high number of declined or transferred sessions can be an indication of inadequate content mastery.)
As subject matter experts, displaying a high level of expertise in each approved tutoring subject. While all tutors are subject matter experts, Tutor 3’s display not only great breadth but also exemplary and consistent depth in content proficiency.

- **Student Support:** Bringing a high level of enthusiasm, providing positive reinforcement, and encouraging student engagement to create a positive learning environment during sessions.
- **Sound Pedagogical Approach:** Demonstrating on a consistent basis a firm grasp of the following key elements of effective tutoring, as detailed in the “Basic Principles of Quality Tutoring.”
- **Student Satisfaction:** Achieving and Maintaining an average rating of 4.7 (a measure of student satisfaction).
- **Dependability/Reliability:** Achieving and maintaining performance within the accepted range for online percentage, connection failure rate, and voice enabled percentage.

When you feel a tutor has demonstrated s/he has the skills necessary for a move to the next status, you should submit a status change request to your Senior Mentor. The information that is helpful to include in this request is:

- Full name of tutor
- What status you are recommending the tutor for
- Any concerns that may result in questions from the Senior Mentor prior to approving the recommendation

For all status changes, you should discuss recommendations with your Senior Mentor prior to contacting your Mentor Manager to ensure you are both in agreement. Once in agreement, the Senior Mentor will submit a support request to the appropriate PM team member. We will check to verify all other standards have been met and make the status change if the tutor is eligible.

There will be times when the mentoring team is unable to make a recommendation for a status change once all quantitative standards have been met, based on the quality of the tutoring sessions.

If following a review of the tutor a Mentor is unable to recommend the tutor for a status change, the Internal Comments field **must** include information as to what is preventing the tutor from moving to the next status. This could be something as simple as, “not enough sessions completed since last status change to assess quality.” If there are quality issues that are preventing the tutor from moving to the next status, it is important that A) these concerns are noted in the Internal Comments and B) actionable feedback pertaining to how to improve in these areas is provided to the tutor in the Review.

There will also be times when tutors do not agree with the decision. Should you receive an email/message from a tutor who is unhappy about not receiving a status change, the following procedure should be followed.

1. Contact your Senior Mentor, inform him/her of the situation, and forward the original email/message from the tutor to him/her.
2. Draft a response to the tutor that explains the issue(s) preventing the tutor from receiving a recommendation for a status change and send it to the Senior Mentor for review. As part of the letter, indicate specific sessions (3-4) that you have based your recommendation on that are illustrative of the recurring quality issue(s), as well as provide information/resources available for review so the tutor can work to demonstrate improvement in these areas of concern.
3. Once the draft is agreed upon, send the finalized version to the tutor.

4. If the tutor responds negatively, forward the email to the Senior Mentor and Mentor Manager and provide any additional corroborating information available.

5. The Senior Mentor and Mentor Manager will individually review sessions and reviews and the Senior Mentor provide the results of his/her review to the Mentor Manager and the Mentor. The Senior Mentor review will include specific sessions reviewed and observations based on those sessions along with overall suggestions as to how best to provide support to the tutor.

6. As deemed appropriate, the Mentor Manager will respond to the tutor with an explanation of the findings of the mentoring team, suggestions for improvement, and any additional comments that may be needed.

It is expected that following a status change, the minimum standards necessary to achieve the status change will be maintained. Should a tutor be unable to maintain the minimum standards for the status achieved, you should discuss the situation with your Senior Mentor to determine if additional action is needed.

**Probationary Tutor Tracking Form**

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The Probationary Tutor Tracking (PTT) form is used to track information to help monitor when the 60 day point of the probationary period will be reached. Each mentor maintains this form as a Google document.

**Accessing Google Docs**

To access Google docs, all mentors and Senior Mentors should have created a Gmail account that they previously provided to Provider Management. Note that if you have not yet set up your Gmail account, please be sure to do so and complete the survey located [here](#) to provide PM with this information.

Once you have created your Google email account, you can log in by going to Google.com and clicking on the Sign In button at the top right corner of the page.

Once signed in you will see an icon at the top of the screen to display the applications available to you. Click on the Applications icon.

And from the list that is presented, select the option for “Drive”
Accessing the Tutor Report

On the left of the screen you will see the links associated with your Google drive.

Provider Management will share with you the blank copy of the form you will be using and it will be located initially in the files that have been shared with you section of your drive. (You will receive an email at your Gmail account when this file has been shared). Clicking on this link will present you with the list of documents on your Google drive, one of which will be the Probationary Tutor Tracking Form.

Probationary Tutor Tracking Template

The next step is to create your own copy that will be the report you use for the school year.

Preparing the PTT Form

As this blank copy of the form is one that Provider Management will be sharing with all of the mentors, it will be necessary for each mentor to make a copy of the form which they will assume ownership of, and share with their Senior Mentor and Manager. **NOTE:** This is a very important step. Please be sure to **CREATE A COPY** of the blank form you receive, which you will then use to enter your team information. These are the steps to follow to complete this process.

While in your Google Drive, right click on the “Probationary Tutor Tracking Template” file and select the option to Make a Copy.

This will create a copy of the file in your Google Drive, which you can access by clicking on My Drive in the navigation tree to the left of the screen.

When you open your drive, you will see a copy of the Blank Probationary Tutor Tracking Form file. (You should notice that this version of the file will list you as the owner, since you created the copy.

By right clicking on the file name, you can then rename the file to distinguish it as the PTT form for your team. Remember, your Senior Mentor and Mentor Manager will have several of these reports, so having them uniquely identified is important. We would recommend something similar to “J_Smith(PTT Form).”

The spreadsheets located on the Google drive work similarly to Excel, with most of the usual features that you will need for managing this report available, including...
• Adjusting row size and column width
• Changing font colors and cell shading (Including conditional formatting)
• Hiding and unhiding rows
• Filtering and Sorting data

Sharing the PTT Form
Now that you have prepared the file, it is time to share it with your Senior Mentor and Manager so they also will have the ability to view and comment on the file as needed. To share the spreadsheet, open the file and click the Share option in the top right corner of the open report.

In the window that opens, please enter the Gmail addresses for your Senior Mentor (which s/he will be sending to you) and your Manager to share your report with them, separating the addresses with a comma.

All other default settings are where they should be and you just need to finish by selecting the Share & Save option at the bottom of the window.

The people you share with will then appear on the list of who has access to the report.

Updating the PTT Form
To complete this form, each time a Probationary tutor is added to your team, enter the information in a new row:

• Tutor Name
• Date of 1st session
Once the start date has been entered, all other information will be populated in the sheet for each column (except the comments). **Be careful not to change the contents of any cells in columns D through G** as those use complex formulas to calculate relevant dates and numbers.

**Start of Prob. Period:**
This date will be the date that the tutor's 60 days will officially begin being counted. This will be the date of the tutor's first session.

**Days Tutoring:**
This will be the actual number of days elapsed since the tutor's 1st session. For tutors onboarded just before or during the summer, this number will often exceed 60 days as their official start dates are much later than their actual start dates.

**Date of 60 Days:**
This will be the date on which the tutor will reach Day 60 of his probationary period. This number takes into consideration any time tutored before the summer break or if the tutor was onboarded during the summer break. For example a tutor that completed his first session on May 15th will have tutored 15 days prior to the summer break, and will have no more than 45 days following the summer break, or by Oct 14th, to reach Tutor 1 status.

**Days Remaining:**
This is the number of days the tutor has remaining in his/her probationary period.

- When 30 days remain, the cell shading will change to yellow, as the tutor is now ½ way through the 60 days.
- When 15 days remain the cell shading will change to pink, as the tutor is nearing the end of the 60 days. By this point, the tutor should be well aware of the quality issues that need to be resolved before a status change can be recommended, and an action plan discussion with your Senior Mentor should be started if it is not already in progress.
- When the tutor has reached his/her 60 days, the cell shading will change to red and the text will read “OVERDUE.” At this point, a decision should have already been made regarding the future of this tutor’s. If not, you should contact your Senior Mentor immediately with your recommendation.

**NOTE:** As tutors are moved to Tutor 1 status, or removed from your team, they can be removed from this sheet.
Mentor Training Recommendations
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Recommending Potential Mentor School Candidates

The self-paced mentor training program was designed to allow almost all of our tutors to participate. If you should have a recommendation for a potential mentor candidate, please contact your manager and provide them with tutor’s name. Following a review of the current needs and the tutor’s eligibility, a personal invitation to attend the mentor training may be sent by your manager to the tutor.

Tutor Inquiries about Mentor School Attendance
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Should you have a tutor who is interested in mentoring, please forward the request to your Mentor Manager so a personal invitation to attend the training can be sent.

Other Points to Consider

When responding to an e-mail request to a tutor who might be a good fit for mentoring, it is important to keep the following helpful information in mind:

- A tutor attending the mentor training is not guaranteed a mentoring position.
- Tutor.com considers many factors before inviting tutors to join the mentoring team.
- Should a tutor complete the Mentor training program and be deemed ready to be moved to a mentoring position, Tutor.com always checks with the current mentor & Senior Mentor to ensure that their recommendations are still valid before doing so.
- Should we contact you about a tutor, please be sure to send us any additional information that you feel may be relevant to potentially moving the tutor to a mentoring position.

Advisories & Terminations

Advisory Guidelines
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There are times when additional action is required when issues of concern are noted in a tutor’s reviews that are affecting the quality of the experience the student is receiving and improvement is not being noted in the tutor’s sessions. Advisories serve as a final attempt to draw the tutor’s attention to the seriousness of the issues being noted.

If a tutor is consistently failing to adopt techniques that encourage a sound educational experience and the tutor is not responding to the mentor’s suggestions in reviews to help the tutor improve, then a problem with any of the aspects of tutoring could result in an Advisory. Below is a list of possible reasons an Advisory may be issued, but there will be others.
Gross Policy Violations
- Exchange of Contact Information
- Requesting Student's Contact Information
- Tutor's Use of Profanity
- Extreme Rudeness Toward Student
- Highly Unprofessional Tone
- Sending Website with Inappropriate Content Not Suitable for Children
- Improper Handling of Troubled Student Session
- Repeatedly low acceptance percentage due to “missed” requests
- Other Gross Misbehavior by Tutor

Content
- Unfamiliarity with basic concepts in approved tutoring subjects
- Does not demonstrate content knowledge in sessions conducted

Failure to Use Appropriate Tutoring Techniques (including but not limited to):

Approach
- Fails to identify the needs of the student
- Fails to identify student's level of understanding
- Lack of student engagement
- Ineffective approach utilized
- Unable to change approach
- Not ensuring student understanding
- Demonstrates inappropriate tone/behavior

Communication
- Ineffective written language skills
- Ineffective oral language skills
- Unclear explanations

Time Management
- Ineffective pacing
- Long pauses between responses
- Ineffective use of tools & resources
- Session length
- Sessions not brought to sound conclusion

Other
- Mishandled troubled student
- Unprofessional comments in survey
- Failure to accept Voice requests
- Failure to keep voice tool enabled according to policy
- Other
Following the noting of any recurring quality issues in two consecutive reviews for a tutor, or if there have been repeated occurrences but not necessarily consecutive, an Advisory may be necessary to bring the severity of the situation to the tutor’s attention more acutely.

For example, if the tutor is noted having multiple content errors in a particular subject, an Advisory should be issued. As a tutoring service, providing incorrect information to our students is unacceptable. For a tutor who has numerous content errors, this is something that needs to be addressed quickly, with a short time frame for improvement. If the content errors are severe enough, the Mentor and Senior Mentor can request a subject be removed at the time the Advisory is issued.

If the mentor determines an Advisory to be the most appropriate course of action, the Mentor should initiate the Advisory process within the mentoring tools (please see the Mentor Tools Manual for detailed information on the mechanics of this process).

Once completed, if you feel an Advisory is supported, you should contact your Senior Mentor and request s/he check the wording of the review you are preparing to post. **NOTE:** The review should **NOT** be posted to the tutor until the Senior Mentor has reviewed it to ensure the tone is appropriate for an Advisory should that be the course of action decided upon.

Once the senior has approved the review, it should be sent to the tutor and the Advisory request should then be submitted to the Senior Mentor for review. Once received, the Senior Mentor will either 1) return the request to the mentor with questions and/or comments, 2) forward the recommendation to the Mentor Manager for additional feedback or 3) issue the Advisory to the tutor.

While under an Advisory, all tutors should be Reviewed **once every 7 days**, regardless of status. All tutors should receive one Review just prior to the Advisory being issued and two Reviews during a 2-week Advisory period.

*** IMPORTANT *** All Reviews written during the Advisory period should be looked over by the Senior Mentor prior to being sent to the tutor to ensure the appropriate tone and word choice is being use to address concerns/improvement observed. A tutor should **not** be receiving reviews that indicate improvement is being made, only to be told a short time later that his/her tutoring account is being terminated.

Toward the end of the Advisory period, a Review is conducted to assess the quality of the tutor’s work. It is imperative that the tutor is demonstrating marked improvement in the quality of his/her sessions by the end of the Advisory period. Once the final Review is completed, a recommendation for a proposed course of action should be submitted within the Mentoring Tools Advisory system to the Senior Mentor. This action could be:
- Removal of Advisory status (if significant improvement was noted)
  - **Note:** if this is a probationary tutor, the end of Advisory email should outline any standards that must be met before a status change can be recommended as well as the number of days remaining at the probationary level. This information should be included in the information sent to the Senior Mentor requesting the Advisory be lifted.
- Termination of tutoring account (if significant improvement was not noted). This should be accompanied by a termination request form (sent via the Advisory system to the Senior Mentor)
- Extension of Advisory period. Advisories can be extended for up to two weeks if there are extenuating circumstances and it is agreed that following an additional two weeks there would be
a good chance that the level of improvement noted would be enough to bring the Advisory period to a close.

- **Note**: extensions are not something that happen regularly, as advisories are not meant to be indefinite. They are a final chance to the tutor to demonstrate his/her commitment and desire to improve the quality of the sessions being conducted.

- There are times after an Advisory period has ended that the same quality issues may appear again a while down the road. While issuing a second Advisory may be something that could be done, depending on the amount of time that has passed, issuing a third Advisory, whether for the same issue or other quality issues, should rarely take place.

All tutor terminations are conducted via a phone call, and followed up with an email, which both the Mentor and Senior Mentor will receive a copy of.

**Advisory Letter Templates**

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There are several different types of advisories that templates are available for in the Mentor Resource Area (Advisory Templates). These include:

**Standard Advisory**
The majority of the advisories issued are the standard advisories. These advisories are sent to address the quality issues being noted which are affecting the quality of the educational experience.

**Sporadic Tutoring Advisory**
This Advisory was designed for tutors who are tutoring infrequently AND displaying quality issues likely the result of irregular tutoring. It is important to note that some tutors do not tutor frequently, and the quality of their sessions is not of concern. In these situations, an Advisory would not be necessary. This type of Advisory will most often be used for experienced tutors and not probationary tutors. Information regarding this procedure can be found here in the Mentor Resource Area.

**Advisory Initiation**

This template should be copied and pasted to the Advisory request in the Mentoring Tools. This information is available as a plain text template in the Mentor Resource Area.

**Type of Advisory Requested:** <Regular> -- <Sporadic Tutoring>

**Issues of Concern:** <List Quality Issues Here>

**Has an Advisory been issued previously?** <Yes> -- <No>

When considering if an advisory is appropriate, the time of year should also be taken into consideration. There are historically very low usage times of year, which include June 1st through September 1st, and also the final two weeks of the year. Should you be considering an advisory during one of these times, there
are several questions you can ask yourself to determine if an advisory at that time would be appropriate. These include:

- What subjects does the tutor have? Are they ones that are high enough usage that s/he will be able to get sessions even during a low usage period?
- How active is the tutor? Are they regularly putting in effort to get sessions? The more effort a tutor spends, the more sessions s/he will connect for.
- How egregious are the quality concerns being noted? Are these concerns ones that are affecting a large number of students the tutor is connection with and something we need to get resolved very quickly?
- Given answers to these questions, would it be better to wait until there are more sessions available to issue the advisory, or perhaps issue an advisory longer than 2 weeks?

Determining the timing of the advisory is a balance that requires consideration of the needs to the tutor (we want them to be able to get sessions and to succeed) and the student (we want them to be confident they are receiving a quality experience). If ever unsure, discuss your thoughts with your Senior Mentor to determine the most appropriate plan of action.

**During the Advisory**

It’s important during the Advisory period that we are using the opportunity to provide tutors with as much additional guidance and actionable feedback as we can. Should a recommendation for termination be made, we should be able to comfortably say we have done all we can do to support this tutor. Here are some points to keep in mind when working with tutors under Advisory.

The emphasis of the feedback provided should on the issues that were included in the Advisory. Commenting on other areas that you may notice while reviewing sessions can prevent tutors from focusing on the primary areas of concern.

The feedback provided should be actionable feedback. That is, it is important that Mentors ensure they are identifying what the concerns are and not only providing feedback as to why the issue is a concern, but also offering feedback and strategies the tutor can implement to demonstrate improvement.

Just as with students, when working with tutors it is important that we are changing our approach if the one we are using is not working. Some possible approaches you might try include:

- Offering suggestions as to alternate approaches the tutor might have tried to engage the student or help the student understand the concept.
- Offering alternative word choice or possible leading questions the tutor might have tried in the situation.
- Annotate an excerpt from one of the tutor’s own sessions, to show what the tutor did, why it was not as effective as it could have been, and offering suggestions for how it could have been handled differently that may have proven more effective.

In the Comments section at the end of the Review, it can be helpful to provide a summary of the progress made on the issues noted in the Advisory. This allows the tutor to clearly see what areas improvement were noted in, so he can continue with that practice, and what areas remain of concern.
If areas of concern are continuing, it is important that you are marking those areas of concern as Below Expectations in the Reviews. If the end result is a recommendation for termination, we will have a hard time supporting that if the areas of concern are being marked as meeting expectations.

If there are areas of concern being addressed, there should not be multiple areas being marked as Exceeds Expectations, as this can send mixed messages to the tutor regarding the level of severity of the concerns being noted and the overall quality of their work.

After a Review is completed during the Advisory period, you should be sure to add an internal comment to the Advisory form with a summary of the findings in the Review completed so everyone on the mentoring team is aware of what progress is being made.

If no sessions have been completed after 1 week in the Advisory period, a Review should be completed for the purpose of reminding the tutor the importance of tutoring during this time.

**Advisory Follow-up**

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At the completion of the Advisory period, a final Review should be completed and saved (but NOT posted). The Advisory form should be updated with your recommendation, at which time your Senior Mentor will assess the Review and available tutor information to ensure the recommendation being made is appropriate, and the wording of the Review supports this recommendation. The recommendation to the Senior Mentor should be one of 3 possible actions:

- **Lift the Advisory**
  - If the tutor has shown significant improvement during the Advisory period, you can complete the Advisory review and recommendation process within the mentoring tools. Your Senior Mentor will evaluate the review you previously saved and if in agreement, ask you to post the review and s/he will then notify the tutor the Advisory is being brought to a close.

- **Extend the Advisory**
  - For various reasons, an Advisory may be extended. If this is your recommendation, provide your Senior Mentor with the information to support this recommendation within the Advisory system in the Mentoring Tools. If in agreement, the Senior Mentor will ask you to post the Review and will then notify the tutor of the action taken.
  - Extensions should not be granted with the addition of new quality issues. When new issues are added tutor can be left feeling like they are trying to hit a moving target. To avoid this, Mentors need to ensure they are clearly identifying the root causes of recurring quality concerns before issuing an Advisory. Should a concern come up during the Advisory that is independent of the issues noted in the Advisory, these should be discussed with the Senior Mentor/Manager before an extension is issued.
  - If a tutor is completing very few sessions, during the advisory period, a discussion should be had with the Manager before an extension is issued. The Manager can pull additional information pertaining to the details of the tutor’s activity, and if necessary, send a Sporadic Tutoring email addressing the concerns with the lack of tutoring during the Advisory period.
• **Termination**
  
  o If significant improvement is not noted during the Advisory period, termination may be the only course of action remaining. Should this happen, complete the termination request (below) in the Advisory system for your Senior Mentor to review. If in agreement, your Senior Mentor will ask you to post the Review and will forward the recommendation to the Mentor Manager.

  The final Review during the advisory period should note to the tutor that the Advisory period has come to an end and s/he will receive additional information pertaining to the review of the progress made shortly.

  Once a termination recommendation is submitted to the Mentor Manager, regular weekly reviews should continue until a decision is made with the focus remaining on the concerns noted in the Advisory.

  During the Advisory period, it is essential that the Reviews and necessary discussions are done in a timely fashion. There should not be situations in which an Advisory period ends and two weeks pass before a final recommendation is sent to the Mentor Manager. We notify tutors of the date when the Advisory period is ending and it important that the mentoring team is taking the necessary steps to ensure a recommendation is submitted shortly after the Advisory period ends.

**Probationary Period Extension**

The summer months are the time of year when we are bringing on many new tutors in preparation for the new school year. It is also a time when usage is very low, as most students are not actively attending class. As a result, there will be times when tutors will near the 60 day point of their probationary period and the mentor team is unable to make a recommendation for a status change. This likely will be the result of too few sessions being completed to be able to effectively evaluate the quality of the tutor’s work. While quality issues may be involved, the probationary period might be a more appropriate action as opposed an official Advisory given the lack of sessions available to tutors during this time. This is a decision that you and your Senior Mentor can make together. If it is decided that an extension would be more appropriate, you can use the template available here as a starting point. A few points about this template:

• When using this template, you will note there are two sections available, depending on the situation. One is to use if there are quality issues present that are preventing a status change, and one if the tutor simply has so few sessions completed you are unable to make an informed decision about the quality of the tutor’s sessions.

• This is a template and the email you craft should be tailored to fit the specific situation (e.g., a tutor may have both of the issues present and the wording will need to be modified).

• The text in red that identifies the issue being addressed with the tutor should be removed before the email is sent to the tutor.

• Mentors will draft these emails and send them to the Senior Mentor for review/discussion. The emails will be sent by the Senior Mentor, with the mentor being cc’d.

• Mentors should update the probationary tracking form any time that one of these extension emails is sent.
Termination Request

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Should a tutor fail to show improvement following an Advisory being issued, termination may be the only acceptable course of action remaining. The plain text template is available in the Mentor Resource Area, located here.

**Note**: Following the submission of a termination request to your Senior Mentor, any communication received from the tutor should not be responded to. You should forward the communication to your Mentor Manager as soon as possible and any additional communication that is required will come from the Provider Management staff.

Quality Control

QC Sessions

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Types of Sessions

While reviews completed by mentors are the primary source of quality control and feedback, several other QC procedures are also in place to complement these reviews. These reviews are conducted by a group of mentors and Senior Mentors. These 3 processes include:

Filtered Sessions: Each chat log is reviewed within the system for the presence of designated words or symbols that may be an indication of inappropriate behavior. Any chat logs containing one or more of these designated words or symbols are flagged for manual review.

Comments: Each day, every student and tutor comment is reviewed manually. Any comment that indicates possible inappropriate behavior by the tutor is flagged for further review of the chat log.

Credit Requests: All sessions for which a student requested credit are reviewed on a regular basis to determine if there is sufficient information available to support the credit request.

Distribution

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All QC sessions are reviewed within the QC tool. As sessions are flagged by one of the three QC processes, they are available in the system to be reviewed by one of our QC session reviewers, a small group of mentors and Senior Mentors designated to review these sessions. If the session contains an issue of concern, it will be sent with comments to either the mentor or the Mentor Manager.
**Follow-Up**

Each mentor is responsible for all follow-up for sessions that are assigned to them in the QC system. It is important that issues of concern are addressed with the tutor within the QC system for tracking purposes. If a tutor has many flagged sessions, further information may be requested by the Senior Mentor or a member of Provider Management. Therefore, mentors should watch for, identify, and address concerning patterns. If the mentor should have any questions or concerns, the Senior Mentor should be contacted.

Mentors should be checking the QC tools and addressing any sessions of concern at a **minimum of once every 48 hours**. Some issues noted are ones that may need to be addressed quickly with the tutor. Please see the guidelines for how to use the QC Tools in the Mentor & QC Tools Manual at the Mentor Resource Area.

There will be times when the initial review may be based on a concern from the student, but upon review, the mentor does not see the same concern, but does see an issue when looking at the session as a whole. For example, the student felt that the content was wrong, when, in fact, correct content was presented. However, because of a poor approach, the content was unnecessarily confusing to the student. In this case, a poor approach was the underlying cause of the student perceiving the content as incorrect and the approach should be addressed. The session should be marked as an issue and feedback sent to the tutor. It is important to remember that in most cases, the initial reviews of the QC sessions are cursory. They are a very high level view, by someone who may not be an expert in the content. It is essential that Mentors are reviewing these sessions from a holistic point of view so as to identify and address the underlying quality concerns. When reviewing QC sessions, you need to ask yourself, “Is it a quality session?” If not, “why not?” The elements you should be mindful of as you review sessions include, but are not limited to,

- Content
- Clarification
- Approach
- Communication
- Engagement
- Ensuring understanding
- Time Management
- Personal Information Policy Violations

If after reviewing a session you feel there are no issues of concern that need to be addressed, you should return the session to Tutor.com with a comment that briefly explains why you feel the initial concern is not a problem. We will review these sessions and, if in agreement, close them. If there are issues that we feel should be addressed, we will send them back to you with our concerns and why they should be addressed with the tutor.
Inactive Tutors
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System emails are sent to tutors on a daily basis who are identified as having been inactive for a pre-determined number of days. Both mentor and Senior Mentor are copied on these emails when sent to the tutors. They are sent at the following points of inactivity, based on status:

**Probationary:** when 10 days and 21 days have passed with no sessions completed
**Experienced:** when 21 and 50 days have passed with no sessions completed

Tutor activity is reviewed weekly. In most cases, probationary tutors will be removed if 30 days of inactivity has been reached. Experienced tutors will be removed if 60 days of inactivity has been reached.

Note that removals for inactivity are not completed between June 1\(^{st}\) and September 1\(^{st}\). In addition, no inactivity emails are sent to tutors.

System Emails
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Automatic emails are generated by the system under certain circumstances. Below is a list of the emails that are sent automatically to tutors, and who also receives a copy of each of these emails. If you ever find that you do not seem to be receiving these emails, please notify your Mentor Manager.

<table>
<thead>
<tr>
<th>Reason Sent</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status Change</td>
<td>Tutor, Mentor, Senior Mentor, Mentor Manager</td>
</tr>
<tr>
<td>Inactivity</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Subject Removal/Addition</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Account Reinstatement</td>
<td>Tutor</td>
</tr>
</tbody>
</table>

There are also emails which are sent out by Provider Management when there are concerns with information that we monitor monthly. These include:

<table>
<thead>
<tr>
<th>Reason Sent</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online % (sent monthly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Connection % (sent monthly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Voice Enabled % (sent monthly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Late Hour Removals (sent monthly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
<tr>
<td>Max Session Length (sent bi-weekly)</td>
<td>Tutor, Mentor, Senior Mentor</td>
</tr>
</tbody>
</table>
Effective Team Management

Timely responses

In this tiered system we have, everyone is working on different projects. You as a mentor might be reviewing a tutor for status change and need info from your Senior Mentor and Manager. We in PM might be reviewing a customer complaint, and might need info from you and your Senior Mentor regarding the quality of a particular tutor.

The key point here is that everyone of us relies on each other for information, and making sure you are always responding in a timely fashion (i.e., within 48 hours) is very important.

If tutors don’t receive a response to their questions, they may become discouraged and stop tutoring. If you did not receive a response from us about a tutor’s status change, you might have to deal with an upset tutor. So you always want to be sure you are responding to emails, messages and requests for information within 48 hours. It is an essential aspect of effectively managing your team.

Timely completion of duties (QC sessions, Quality Checks etc.)

As with communication, the timely completion of your other various mentoring duties is crucial to the success of your team.

A Probationary tutor who is not getting regular Reviews is not receiving the feedback and guidance s/he needs to help them improve to an acceptable level for a status change. This is a resource we tell all tutors is available to them and to not provide this is unacceptable. All Mentors who accept the position agree that they will complete all required mentoring duties, of which this is one of them.

Failing to follow up on QC sessions within 48 hours can have devastating effects. We have identified Mentors in the past who have gone weeks and even months without completing their QC sessions and providing feedback to the tutors. In cases of highly inappropriate behavior, this puts the company at risk. The primary purpose of the QC system is to not only identify issues of concern quickly, but also to address them quickly. It is imperative that these are getting done according to the guidelines we have in place.

Efficiency Tips

Organization

- Use the Outlook calendar, tasks and reminders.
  - If you have something that needs reviewing on a specific date,
To remind you to review the mentoring tool information regularly
- Even a reminder to get your time sheet sent in.
  - Create the reminders when it comes up...when you know the date of something you need to do so it is not forgotten about.
- There is detailed information in the mentor manual about how to use Outlook to help you stay organized.

- Email
  - Try to stick with the "touch it once" rule like with regular mail. If it comes in and can be dealt with quickly, do it.
  - For important things that require a longer follow up (like more than the 5 min), keep the message marked as unread so it is in bold and stands out in your inbox. That can be used as a prompt to remind you to deal with it.
    - Or, use the colored flags that can be used to sort them based on what they are, and also to remind you that follow-up is still needed.
  - Create folders for each tutor on your team where their emails can go.

- Create folders
  - When you look something up and copy/paste to share with a mentor/tutor, create a file for it. Like: Session length for LHH and then save it in a Tips from the Manual folder. So next time you can avoid researching the manual and just send it as an attachment (this works great but you have to remember to update them when the manual is updated).

- Make a To-Do list each day so you know what needs to be accomplished that day.

### Regular Check-in

Check your email and mentoring tools frequently. There are days when you may get multiple new emails with notes, issues, new tutors joining your team, etc. Some are critical and some are informational. If you check email at least once a day, then you can keep small fires from turning into big ones and address any informational needs quickly and easily. The same goes for the mentoring tools. You need not read all the numbers for all of your tutors each day, but do try and keep up at least with how your tutors are doing.

### Record Keeping

Keeping track of information pertaining to your team is essential to ensure deadlines are being met and follow up is being conducted when required. How you are keeping track of your team information is up to each of you but ultimately you are responsible to ensure it is getting done. Suggestions pertaining to record keeping that we would offer include:

- Use the spreadsheets provided by PM to help in tracking information pertaining to your team (e.g., Tutor Status Tracking Form).
Feel free to create your own spreadsheets to track information. If you feel it is something other mentors would find useful, feel free to pass it along to your Mentor Manager.

If there is a spreadsheet you would like us to create for you, let us know what you are looking for and we will see what we can come up with to help you.

- Use the Notes section found on each Tutor Information page in the mentoring tools. These notes are editable at any time and are a great place to keep notes that you want to have accessible as you are reviewing a particular tutor.
- Utilize reminders and tasks in your Outlook email. This is a very helpful way to ensure you are meeting all of your deadlines and detailed information about how to use the Outlook features are available in this manual.

**Mentor Tool Review**

The mentor tools were designed as a means to provide all mentors with a great deal of information pertaining to the quality of the teams and individual tutors. Information in the mentoring tools should be reviewed regularly. The frequency will be dependent on the makeup and size of each mentor's team. A team consisting primarily of probationary tutors should have the mentor tool information reviewed more frequently than a team of experienced tutors with a track record of proven quality.

Some general tips regarding frequency would be:

- Tutor Information pages should be reviewed for a tutor at the time a review is completed.
- Tutor Information pages should be reviewed more often for probationary tutors and for tutors with known quality issues.
- The Mentor Information page containing team averages should be reviewed every 1-2 weeks to ensure no notable patterns in declining ratings is observed.
  - If observed, a closer review of each tutor's information page should be completed.

While these are general tips, the mentor is responsible for the quality of each tutor on his/her team. We rely on each mentor to use his/her good judgment to determine how often a review of this information should take place. Failure to utilize the mentor tool information available to identify and address issues of concern on the mentoring team may result an in-depth review of the mentor and the work being completed.

**Mentor Information Page**

The information on this page contains team averages as well as information pertaining to the Reviews /Spot Checks completed for each tutor. This page should be reviewed regularly to ensure team average ratings are not dropping and that Reviews/Spot Checks are being completed according to schedule.

**Team Averages**

The team ratings will not be prone to having changes as volatile as those for individual tutors, since a much larger number of sessions are being taken into consideration. A reduction of 0.1 in the team averages should be monitored closely to ensure the trend does not continue.
The percentage of QC sessions can be calculated by:

\[
\text{(Count of QC Sessions/Session Count) } \times 100
\]

A percentage of QC sessions over 5% could indicate an increased amount of QC sessions for one tutor and should be investigated.

**Team Averages**

This table displays information pertaining to the Reviews/Spot Checks completed for the individual tutors on your team. Some tips for reviewing this information would be:

- How often this page is reviewed will be dependent on the makeup of the mentor’s team.
  - If the team contains any probationary tutors or tutors who are currently under Advisory, this information should be reviewed every few days.
- To ensure Reviews/Spot Checks are being completed on time, this table should be checked regularly, as opposed to relying on the reminders in the ToDo list.
- Since there is a large window of time (2 weeks) in which Tutor 1 Reviews/Spot Checks are completed, a quick check of the mentoring tools can help you decide if the Review/Spot Check should be done closer to the 4 or 6 week mark.

**Tutor Information Page**

There is a great deal of information available pertaining to each tutor on your team on these pages. Here are just a few suggestions of what to keep an eye on as you review this information:

**Status Change Information**

- Is this tutor ready now (or will he be in the next few days) for a status change based on the time spent at the current status?
  - If yes, take the time to review the other information available pertaining to status changes and provide your Senior Mentor with a recommendation.

**Ratings**

- Are the ratings for the previous 6 months on a downward trend?
  - If yes:
    - Are the ratings falling below the minimum standards in place based on the status of the tutor?
    - Have a sufficient number of sessions been completed to indicate a possible quality concern?
      - If yes to either of these, a closer review of the tutor’s recent work and a discussion with your Senior Mentor may be warranted.

**Activity & QC**

- Are their recurring issues being flagged?
  - If yes, does the severity and recurring nature of these warrant an Advisory being issued?
  - Are these issues being noted and addressed in reviews as well?
**Review/Spot Check Issues Noted**

- Are there recurring issues being noted in Reviews/Spot Checks?
  - If yes, does the severity and recurring nature of these warrant an Advisory being issued?
  - Issues appearing in 2 or more Reviews should raise a red flag and warrant further analysis/discussion.
- Are there no issues being flagged?
  - If no issues are being flagged in any reviews, are you sure you are reviewing the sessions closely enough, identifying recurring issues of concern and providing appropriate feedback to the tutor?

**Connection Info**

- An online % below 70% should be of concern and, if noted, investigated further.
  - If the tutor completed only a small number of sessions for the given time period, it could mean as little as an hour was scheduled. Missing all or part of this hour would reduce the online % significantly and this should be taken into consideration.
  - Note that PM sends monthly emails to tutors who are below the acceptable threshold based on the number of hours scheduled for the month if they had a minimum of 5 scheduled hours.
- Accepted % should not be below 85% overall or for any individual subject. A lower accepted percentage could indicate:
  - Connection problems
  - A tutor declining sessions involving concepts she is not comfortable with (an excess could indicate content deficiencies)
  - A tutor missing session requests
    - Regardless of the possible cause, if an Accepted % is noted the tutor should be contacted and a non-accusatory inquiry should be made into the possible cause of this lower percentage.
    - Please see the Mentor Resource Area for additional information pertaining to Declined, Transferred, and Connection Information to assist in determining the nature of the concern.
- Accepted % for voice requests should not be below 85%. A lower accepted percentage could indicate:
  - Technical problems with the voice tool
  - An unwillingness to conduct voice sessions

**Sessions Since Last Review**

- For Async sessions determine if the tutors is spending longer than the maximum review length
- Compare session length to student rating. Low session length and high rating could be indication of lack of engagement.
- Pre-requisite knowledge and achieved understanding ratings from post-session survey are consistently the same, this may be a sign that the tutor is not taking the time to carefully assess the student’s understanding. This directly impacts our clients.
- If the codes in the Voice Session column are frequently 1 to 3 it could be an indication that the tutor is having technical issues or is unwilling to use voice.
Data Requests
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There will be times when additional information that is not available in the Mentor Tools will be necessary to making an informed decision about a tutor on the team. The reports that can be made available to the mentor teams include:

- low rated sessions
- declines transfers
- user presence

All requests for these reports should be submitted to Tutor Support and categorized as Information Request for proper routing. When submitting these requests, please be sure to include all relevant information:

- Full name of tutor
- Date range for data to be pulled
- Email address of Senior Mentor
- Name of Mentor Manager (Your Senior Mentor and Manager will be copied on the report that is sent)
- Any other specific information necessary to obtain the information you are looking for.

All discussions pertaining to information on these reports should continue to be had with your Senior Mentor and Manager, as necessary.

Award Nominations
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The monthly awards that are issued to tutors are done so based solely on the recommendations from the Mentors. One of the required mentoring duties is to ensure that each Mentor is taking the time to nominate tutors from their teams for these various awards. It is unfair to tutors who are on a mentor’s team who never provides recommendations for the awards. Please ensure you are regularly taking the time to nominate tutors on your team for monthly awards.

Tutors can receive no more than 1 award per calendar year, in order to provide an equal opportunity to all tutors. The awards available are as follows:

- **Tutor of the Month:** Awarded to the tutor who has demonstrated all-around excellent tutoring techniques, communication skills and a sound understanding of the educational standards we espouse.

- **Subject Tutor of the Month:** Awarded to 4 tutors who have demonstrated subject specific and tutoring excellence.
• **Best Student Comment of the Month:** Awarded to the 3 tutors with the best student comments during the month. These are determined by a review by Tutor Management staff of student comments each month, but submitted by mentors.

• **Mentor Award:** Awarded to a Mentor based upon the recommendation from one of his/her tutors.

Award nominations should be submitted via this survey any time during the month:

   [https://www.surveymonkey.com/r/TutorAwards](https://www.surveymonkey.com/r/TutorAwards)

Award selection for the month will be completed on the last **business day** of the month.

**Mentor Email**

All Mentors have a mentor email account for communications with their tutors, Senior Mentors, Mentor Managers, and other members of the Tutor.com team.

The email portal is accessed from the following URL: [https://portal.office.com](https://portal.office.com).

Should you experience any difficulties with your Mentor Email account, please contact [Jennifer.Boller@tutor.com](mailto:Jennifer.Boller@tutor.com)