

## TADAC Tutoring Reflection

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**Course:** Math 367

**Instructor:** Dr. Tena Golding

**Assignment:** Reflection

The TADAC center offers a wide range of worthy services to the community. This tutoring project was a new service offered this semester on a trial basis. My experience during these hours spent at the TADAC center has made a lasting impression on me. I have been around and have worked with a variety of children in various settings. This tutoring experience has opened my eyes and will follow me into my career as an educator. The students that I have encountered in this project had various levels of mathematical knowledge. There were students that were failing math, those that did well in math and may not have needed tutoring and those with a host of varying attitudes. Overall I think the students that showed up for their tutoring sessions benefited from the service.

I worked with students ranging from second to eighth grade. These students came to the center with individual mathematical needs. Some brought their homework with them to work on, and others came with nothing. There were sessions where some of the students understood what was being covered in their math class, so we did a review of those concepts. Other times were more challenging. It was disheartening to work with students who were in more advanced classes and could not even add or subtract. These same students are those who are left behind and even forgotten in a society that has to stay abreast with the curriculum set forth. I feel for these students because their self esteem is low and these are the ones who have a tendency to just give up. No young person should ever be put in this situation, but how can we change this vicious cycle? I realize that as a future educator I will have the great responsibility of educating those I come in contact with to the best of my ability.

I have to admit that some of those tutoring sessions scared me. When I would check my assignment and see the seventh and eighth grade names written by mine, I would cringe. It had been a long time since I had to think about some of those mathematical concepts, and I sometimes doubted myself. I wondered if the students would get anything of worth from me, but I knew I had to give my best effort so that they could benefit. I worked with students on a variety of concepts. Some were geometry, division, multiplication, bar graphs and plotting points. The concept of probability had to be the worst session of them all for me. During that particular session, I was working with a female student in the seventh grade. She came in for her session and was almost in a panic. She had failed her two quizzes and needed to make an “A” on the unit test which was the next day. I felt like a complete failure after that session. Some of the sessions were rewarding, and I felt positive that the students had gained something when they had left.

I tried to approach these sessions from a future educator’s point of view. I didn’t want to just sit there and have the students do their homework as I sat and watched. I tried to challenge them in their thinking in order for them to get the most from the session. I knew that once they went home, the majority of those students would be left to their own devices in the math arena. I asked the students plenty of questions as I checked for understanding. I have learned that just because a student says that he or she understands, this is not always the case. Depending on what the student was working on, I would have him or her draw illustrations to show his or her work or explain to me how he or she derived at an answer. This worked well during geometry reviews with angles and circles.

There was some fun incorporated into the sessions. I tried to bring in games or math puzzles for the students to work that would present a challenge while having fun. There were times that a session finished early with time remaining, and I would get an interactive math

problem from the bin for the student to work on. Some of the problems worked on were *Who Lives Where*, *Martian*, Barnyard problem and the Pizza problem. The students enjoyed the challenge of working these problems, and this was a way to provide quality thinking activities. This tutoring experience has provided me with insight into working with students in a hands-on environment. This will definitely help me in my career as a future educator. I hope that the TADAC center can continue this program, but with some modifications. Some of the students that took part in the services did not need tutoring. I realized that this was a trial program, but there has to be a plan implemented that will open this service to those who really need the tutoring.