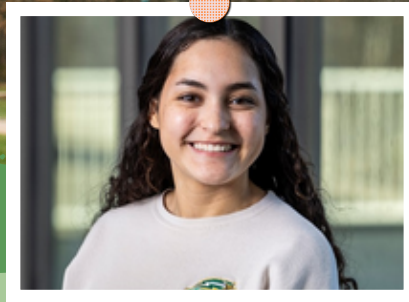


Tutors to Teachers

March/April 2026



CHECK OUT THE LATEST IN SPRING 2026 T2T NEWS!

Tutors to Teachers welcomed three new members to our team! Estephanie, Savannah, and Muqing are volunteer graduate research assistants for T2T. We are excited to have them as part of the team!

WELCOME ESTEPHANIE!

- Education Psychology master's student
- Graduate research assistant for T2T
- **Research Interest:** Educational Assessment, Evaluation, and Data Literacy. She is currently analyzing program data to examine relationships between instructional participation and student learning outcomes.

WELCOME SAVANNAH!

- Education Psychology master's student
- Graduate research assistant for T2T
- **Research Interest:** Learning, Motivation, and Cognition. She is passionate about Qualitative Analysis and hopes to continue working with the K-12 student population focusing on classroom and behavior management.

WELCOME MUQING!

- Educational Psychology master's student
- Graduate research assistant for T2T
- **Research Interest:** AI-enhanced multi-embodied classroom robots and their potential to support teachers and foster student agency in elementary education settings.

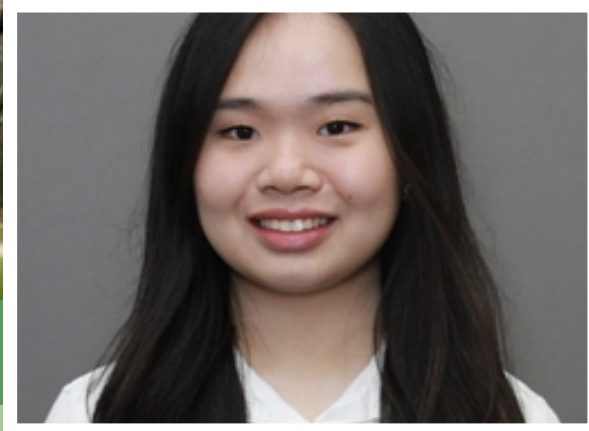
GOT NEWS TO SHARE?



akitsant@gmu.edu or
rpamas@gmu.edu

Tutoring Tales

March/April 2026



SPRING 2026 MENTOR: BRIANNA

A **sophomore** at George Mason University, majoring in **Business** with a concentration in accounting.

“My favorite part of mentoring is building connections and seeing growth. I enjoy having meaningful conversations with tutors and watching them become more confident over time.”

1. Can you describe your experience as a mentor tutor?

My experience as a mentor tutor has been incredibly meaningful and rewarding. It has allowed me to support newer tutors as they learn how to lead sessions with confidence, communicate effectively with tutees, and use strategies that promote independent learning. I still remember how nervous I felt when I first began tutoring, constantly wondering if I was explaining things clearly or making a difference. Being able to now guide others through that same stage truly feels like a full-circle moment. The reason I started tutoring in the first place was because I wanted to be a helping hand to students who struggled with learning, just like I once did. I was fortunate to have teachers who took the time to patiently explain concepts to me until I understood them. Their support left a lasting impact on my academic journey, and I hope that through tutoring and mentoring, I can provide that same sense of encouragement and clarity to others. As a mentor, I regularly check in with tutors, listen to their questions and concerns, and help them think through different situations they may encounter in sessions. Whether it's discussing how to engage a quiet student or how to manage time effectively, I aim to be both a resource and a source of reassurance. I am truly grateful to be supported by the amazing T2T team and fellow mentor tutors.

2. How do you feel you are helping current tutors? Can you provide an example?

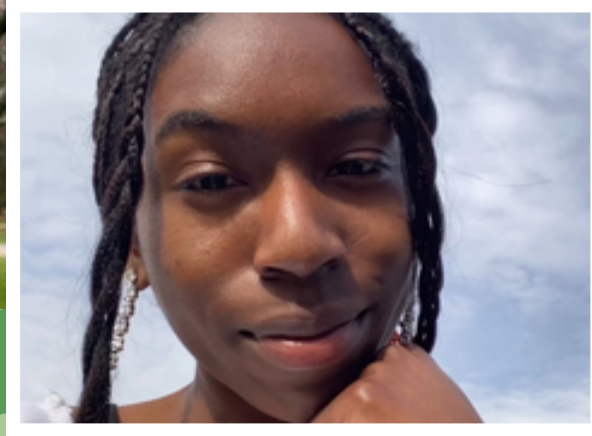
I feel that I help current tutors by being someone they can trust and feel comfortable talking to. Sometimes new tutors just need reassurance that they are doing a good job. Other times, they need specific strategies they can try in their sessions. Recently one of the tutors I am mentoring reached out, and we had a really great conversation about how to handle quiet students who do not participate much. They were worried that they were doing something wrong. I shared strategies like asking open ended questions, giving students wait time to think, and encouraging them with positive feedback. After trying those strategies, the tutor told me they felt more confident and noticed the student participating more.

3. How has mentoring helped you become a better learner? How has it helped with becoming a better tutor?

Mentoring has helped me become a better learner because it forces me to reflect on my own habits. When I give advice to tutors about staying organized, managing time, or being patient, I also ask myself if I am practicing those same things. It has made me more intentional about how I study and how I approach challenges. Tutoring has made me more patient and more understanding because everyone learns differently. I now think more deeply about how others process information and how I can guide them instead of just giving answers.

Tutoring Tales

March/April 2026



SPRING 2026 TUTOR: CASSEAH

A **junior** at George Mason University, majoring in **Art and Visual Technology**, with a minor in Journalism.

“I’ve loved being able to form bonds with my tutees, getting to know them, seeing them understand the content after we go over it together, and planning our lessons.”

1. Can you describe your experience as a tutor?

This opportunity has been really fun and awesome! I’m glad I stumbled across the T2T program. This has been my first official introduction to being a tutor, even though it’s always been something I was interested in. In the past, I’ve only done things that were in the same realm, such as teaching small things to my family members or mentoring younger girls when I was in Girl Scouts. Between this semester and last, I’ve met and been able to help four different students with their language arts classes. I’ve tried my best to involve a variety of activities in my lesson plans, like videos and games, so that the lessons can be a bit more fun and engaging. I’ve also had a lot of fun designing the slideshows that I show them. Last semester, one of my students had audio and video issues, so I never saw them or heard from them aloud during our lessons; however, this semester both of my students have working audio and video, which was a huge relief and has given my tutoring sessions an entirely different environment. Overall, I now know a lot about more efficient ways to learn, as well as more efficient ways to teach.

2. How has your tutoring helped students master the content and become independent learners?

While SRL is still something I am actively trying to implement into my lesson plans, I feel like asking new questions about content that my students haven’t previously asked themselves has allowed them to consider new approaches to learning that they haven’t considered before. While they may not necessarily see the importance or significance of thinking deeply about their learning now, I hope that I’m able to continue sharing a lot of useful strategies with them that they can use moving forward. Overall, I think my tutoring has helped my tutees from introducing brand new concepts that they’ve never heard of and helping them understand them better, to building upon skills they already have... both through practicing.

3. In what ways has the T2T program helped you become a better learner?

One of my other valuable takeaways from being in the T2T program has been new strategies to use within my own learning, both inside and outside of school. I feel like I have a lot more resources than I did before. Being in the program while learning new things in my other courses has given me a lot of opportunities to apply some of these strategies as well. Additionally, I think that just focusing on how to teach other people has made me think more about how I teach myself.

Tutoring Tales

March/April 2026



SPRING 2026 TUTOR: SHRUTI

A **junior** at George Mason University, majoring in **Community Health**.

“
My favorite part of tutoring has been seeing my tutees feel connected to English and applying techniques to their own lives. Something which seemed daunting to them could now be used to help them feel connected and see its techniques in stories everywhere.
”

1. Can you describe your experience as a tutor?

I tutored English for elementary school students and taught both group and one-on-one classes. I focused on making English feel accessible and relatable for my tutees. I loved the creativity this allowed me, as we would find literary techniques like narration in Mr. Beast videos or similes in songs. This helped show the importance of what we were learning and why English matters. I absolutely loved it when it clicked for my tutees why this was important!

2. How has your tutoring helped students master the content and become independent learners?

I helped my tutees see the importance of literary techniques and showed how they were applied in real-life settings. This helped them with topics they found initially challenging and made it feel fun and relevant to them. This boosted their motivation, which is a key self-regulated learning (SRL) concept. I weaved SRL skills so my tutees would not only pick up English content, but also have solid study strategies to take with them for future classes.

3. In what ways has the T2T program helped you become a better learner?

This class has taught me about new SRL strategies, which helped make my college course feel a lot more manageable. I also found that being a tutor has given me insight into how learning is done and has made me feel more confident in my classes. I now feel connected to learning, not like it is forced onto me, but rather a process I am part of.