

# Tutors to Teachers

May/June 2026



**CHECK OUT THE LATEST IN SPRING 2026 T2T NEWS!**

## COLLABORATING PARTNERS

The Tutors to Teachers program continues to collaborate with the following school districts: Franklin County Public Schools, Frederick County Public Schools, and Prince William County Public Schools. Our tutoring sessions focus on reading and language arts, math, and science for students in grades 3-8.

**4500+**

**Tutoring Sessions & Counting!**

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## SPRING 2026 MENTOR: DINA

A **Master's Student** at George Mason University, majoring in **Counseling**

Originally featured in  
February/March 2025!

“  
*I've really tried to create a space for my mentees where they feel encouraged to share.*  
”

### 1. What has sustained your commitment to mentoring over the past two years, especially during challenging moments?

Knowing that by supporting my mentees, I can indirectly support the tutees in schools has strengthened my commitment to this program. I think of how our wonderful tutors work so hard to support the tutees who are struggling academically and maybe even in more ways than we can see. I am grateful that my role, in turn, allows me to support these tutors to do this work.

### 2. How has your understanding of success in this role evolved, and what does it look like to you now?

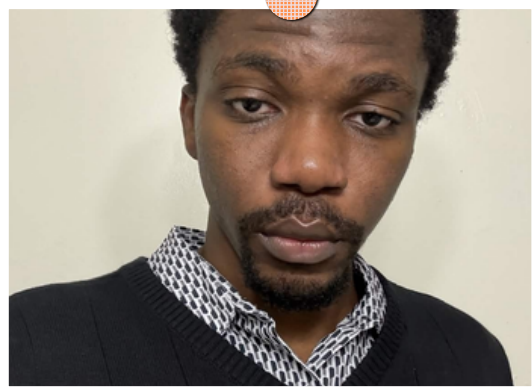
Success in being a mentor means meeting a tutor where they are. Through working with many different mentees and tutees, my understanding has evolved to recognize that what may seem like a small step for one person could be a leap and bounds for another. With that, all steps of all sizes should be acknowledged and celebrated.

### 3. If you had to capture your mentoring journey in a single headline, what would it be, and what experiences have shaped that story?

The headline of my mentoring journey would be: "Yapping & Laughing." I've really tried to create a space for my mentees where they feel encouraged to share. I like to think that a space that is safe to share includes time to yap (whether that be about tutoring or life in general) and the opportunity to laugh together.

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## SPRING 2026 TUTOR: JASON

A **sophomore** at George Mason University, majoring in **Computer Engineering**.

“

Tutoring is a lot of work, but it all pays off when you see your tutee finally make progress in a topic they've been struggling with for a while. I find it so refreshing to see someone accomplish something they've put a lot of effort into.

”

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

At the start, my tutoring experience was a bit rough. Being my first time properly tutoring someone, I quickly learned that no matter how much you plan, you can never be truly prepared for everything. Even though I had taken the T2T course the previous semester, I still underestimated just how much goes into the actual practice of tutoring. For instance, I once spent an entire evening creating slides for my first week of tutoring, only to discard them almost immediately after realizing my tutee's learning style did not fit that format at all. There was a lot of “trial by fire,” but once I shifted my focus to learning what fit them best, I began to truly enjoy tutoring my student and looked forward to every session we had together.

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

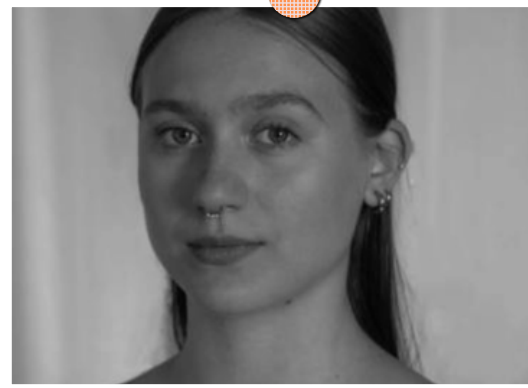
At first, my tutee didn't have much personal motivation for school until I started giving them the option to guide our lessons themselves. By letting them choose the topics they wanted to learn or specifically struggled with, they became much more invested in the process. They're still getting there, but I've been seeing them slowly become an independent learner who actively tries to identify the gaps in their own knowledge and comes to our sessions hoping to master them.

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

I was much like my tutee; I didn't really think about “how” I was learning content and if the way I was learning it was even effective for me. T2T made me a lot more self-aware about how I go about my learning. I've started utilizing self-regulated learning strategies to set specific goals for each of my study sessions, and to monitor my own understanding of the material. This has helped me make sure I'm actually mastering the content instead of just reading over it.

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## SPRING 2026 TUTOR: OLIVIA

A **junior** at George Mason University, majoring in **Dance**.

“ My favorite part of tutoring has been the relationship built with my tutee. It has been so nice to see him become more comfortable to be himself and to watch his desire to improve grow. I look forward to our sessions; to chat with him and see what kind of breakthroughs he might make that day. ”

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

My experience tutoring has been both pleasant and enriching. This job has been my first time tutoring, and I've learned a lot about how to pace learning and what to focus on for the most growth. Last semester I worked with another tutee to co-tutor one fifth grade student in reading. His attendance was good, and I enjoyed getting to know him over the time we had together. We recently started back up again this semester.

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

I think tutoring helps my student experience a low-pressure way to engage with learning, where it can be more interest-based and self-oriented than at school. The skills we practice together, he can transfer to higher-pressure situations, like testing. I try to make sure he really understands concepts, rather than just brushing through them for the sake of getting it done. He often surprises himself with how much he really does know when he just sits with the challenge longer, which self-regulated learning is helping him to do.

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

I have become a lot more aware of my own learning habits since joining the T2T program. I had honestly never really heard of SRL, and I realized in a lot of ways I was lacking in some of those behaviors. For example, I don't often plan and set goals in a realistic way. I started wanting to be a more regulated learner myself so that I can teach and lead by example.