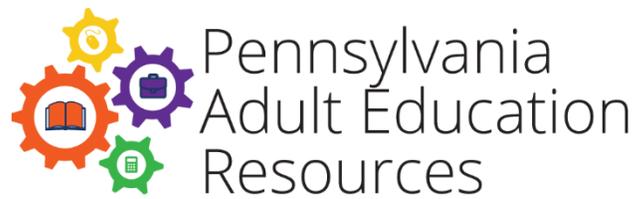


Tutor Coordinator Handbook



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This manual was updated by Tuscarora Intermediate Unit 11 through a contract with the Pennsylvania Department of Education; however, the opinions expressed herein do not necessarily reflect the position or the policy of TIU 11 or the Pennsylvania Department of Education. No official endorsement of these agencies should be inferred.

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Introduction

This handbook has been designed for administrators and tutor coordinators of Pennsylvania adult education programs. It can be useful to programs with existing tutoring components or for programs looking to start up a new tutoring program.

Sections of the handbook include information shared by tutor coordinators throughout Pennsylvania. Other tutor coordinators have reported that they find these strategies, techniques, and resources extremely useful. Thank you to the many tutor coordinators who have shared their experiences and resources.

A major resource used in the development of this handbook has been *Planning for Volunteers in Literacy: A Guidebook* created by the National Center for Family Literacy.

Section I: Policies and Procedures, Adult Education and Family Literacy Guidelines

Adult Education and Family Literacy (AEFL) Guidelines (Guidelines) can be found at PDE > Postsecondary & Adult > Adult Basic and Family Literacy Education > Administrative Documents on the PDE website.

Following are several definitions from the PY 2018-19 Guidelines which are relevant to tutor coordinators.

Tutor Coordinator

Tutor coordinators provide training and support to volunteer instructors/tutors and classroom aides. The duties include, but are not limited to, implementing effective processes for tutor screening, making referrals to the student support coordinator, participating in orientation, conducting training sessions, assigning and supporting tutor-student pairs/groups, providing ongoing supervision of tutoring staff, and working with the in-house professional development specialist to coordinate tutor professional development. This position is not required for those programs that only provide family literacy services. Tutor coordinators will:

1. Assist classroom aides and tutors to identify individual professional development needs,
2. Support classroom aides and tutors to develop knowledge and skills identified, and
3. Document professional development for classroom aides and tutors.

Tutoring

The Division of Adult Education supports stand-alone services to students with barriers to classroom participation through the use of trained and supported volunteer tutors. Instruction may be one-on-one or in small groups of two to six students. Tutoring instruction must be a sequence of contextualized lessons that progress through increasing skill levels.

Volunteer Tutor

Volunteer tutors provide one-on-one or small group instruction to students for a minimum of three hours per week. They must have a bachelor's degree or be participating in an AmeriCorps program. Volunteer tutors are required to have written lesson plans for all tutoring/small group sessions and should work with tutor coordinators to review goals and adjust student placement, as needed. Volunteer tutors may not administer the standardized assessments used by the agency for reporting purposes unless they have completed the mandatory assessment training. Volunteer tutors are required to participate in initial tutor training and additional professional learning opportunities while at the program.

Volunteer Classroom Aide

A volunteer classroom aide provides in-class support to a student or students who are in a class or group. The volunteer classroom aide is not responsible for instructional planning. The classroom instructor or the tutor coordinator should provide materials for the aide to use and guidance on

how to use the materials. Volunteer classroom aides must have at least a high school diploma or its equivalent and have the content knowledge to effectively support students.

Section II: Job Descriptions

The previous section included general job descriptions for the tutor coordinator, volunteer tutor, and classroom aide as outlined by the AEFL Guidelines. Your agency would benefit from elaborating on the tutor job description to make it specific to your needs. Additionally, tutors may have questions about the job (What will I be doing? How often will I volunteer? Where will I be tutoring? What kind of support will I receive?). Those questions will be answered in the job description. In Appendix B, you will find examples of volunteer tutor and classroom aide job descriptions from programs throughout Pennsylvania.

Writing Volunteer Position Job Descriptions

Position Title

The title will be a descriptive title that clearly explains the assigned role. It describes the function of the position, not the pay status (e.g., secretary instead of volunteer secretary).

Work Location

Be specific about where the volunteer will be working and include guidelines if the tutor and learner are responsible for agreeing on a location.

Volunteer Impact/Purpose and Goals

Let the volunteer know how the expectations of his/her role will impact the agency's performance outcomes, students, or mission. This helps to make the volunteer feel needed and realize that his/her role is an important one.

Responsibilities and Duties/Outcomes Expected

All responsibilities and duties need to be clearly defined. Let the volunteer know exactly what is expected of him/her in the volunteer assignment (reporting procedures, program details, etc.).

Qualifications

Include required education, skills, abilities, experience, and personal characteristics.

Commitment Required

List length of service requested, hours per week, and any other special requirements.

Orientation, Training, and Support Provided

Let volunteers know what kind of training will be required and how it will be provided.

Volunteer Supervisor and Contact Information

Let volunteers know who the volunteer supervisor is and how to contact that person.

Summarized from TxServe and the Texas Commission on Volunteerism and Community Service, Dec. 1998.

Section III: Tutor Recruitment

As a tutor coordinator, one of the first things you may need to do is to increase your pool of tutors. This section will provide suggestions on ways to reach out to your community and attract quality tutors who will be appropriate for your program. Effective tutor recruitment will allow you to attract people with the qualities needed for the roles you have available.

Seven Steps to Achieve Effective Volunteer Support

1. Define why you need volunteers.
2. Design valuable volunteer opportunities.
3. Recruit carefully.
4. Screen, interview, and place volunteers cautiously.
5. Provide training for volunteers.
6. Provide recognition to your volunteers.
7. Follow-up effectively.

Recruitment Planning Questions

- What skills and talents do our current volunteers have?
- What are the gaps in our volunteer talent pool?
- Do we have a job description for our volunteers?
- What may prevent someone from volunteering with us?
- What factors may encourage or attract volunteers to our organization?
- Are there potential volunteer markets that we are not reaching?
- Do we have a planned and targeted recruitment campaign?
- Do the methods and messages we use relate to our community and the kind of volunteers we want to attract? Select the appropriate recruitment method to reach the target population.
- Do we have the systems and tools in place to bring volunteers into our organization quickly and easily?
- Do we have knowledgeable, enthusiastic, and well-trained people involved in the recruitment process?

Basic Steps for Tutor Recruitment

1. Know Your Ideal Tutor Opportunities

- Be sure your volunteer opportunities are integral to achieving your agency's purpose.
- Prepare job descriptions which clearly delineate volunteer tasks. (See previous section for more on job descriptions.)

2. Create a Clear Path to Your Door

- Write a procedure that includes a recruitment campaign, screening process, training, and placement.
- Don't start recruiting volunteers until you are ready to move them right into your screening and training procedure.

- Respond to volunteers in a timely fashion. A large number of volunteers report lack of response from organizations as the reason they do not volunteer. Answer initial phone calls within 24 hours.

3. Craft Your Recruitment Message

- Compose a message which answers the tutor's unspoken question: "Why should I volunteer for you?" not your question "Why you should volunteer for us?" Consider involving input from current tutors in the composition of your message.
- In your message, answer other typical questions that new recruits ask: "What will I be doing? How often? When? Where?"
- Reassure volunteers that they will be trained and that you will support them.
- Avoid words such as "need" and "desperate."
- Tailor your message to your ideal tutor.
- Be honest. Truth in advertising counts!

4. Get to Know Your Community

- Acquaint yourself with all the ways you can spread the word about your volunteer opportunities.

Places to Recruit for Volunteers

- Advocacy groups
- Blood drives
- Community centers
- Community service programs
- Conferences/special events
- Doctor's offices
- CareerLink® sites
- Job counseling offices
- Military/retired military personnel
- Parents' groups
- Pre-retirement seminars
- Public agencies and retired personnel
- Public transit bus cards
- Realtors
- Retired executives, teachers
- Senior citizen groups
- Speakers' bureaus
- Supermarkets
- VISTA volunteers
- Volunteer centers
- Welcome Wagon packets

Suggestions from Tutor Coordinators: Successful Volunteer Recruitment Tips

Local Media

- Ask local radio and TV stations to broadcast your ad as a public service announcement (PSA). PBS or other local stations may be willing to provide advertising at a reduced rate or free of charge, particularly on a slow news day.
- Write newspaper articles about quarterly workshops; share human interest stories to raise awareness.
- Place ads in your local papers, including any free papers and local foreign language papers.

General

- Use the word "FREE" in your promotional materials.
- Use pictures of tutors and learners in action; success stories are also very beneficial.
- Recruit referrals by word-of-mouth through current tutors, family, friends, board members, teachers, and staff.

Community Outreach

- Write letters to corporations, businesses, special interest groups, community groups, and professional organizations in your community (e.g., Rotary, Lions Club, Junior League, fraternities, sororities, local Retired and Senior Volunteer Programs, foster grandparents, Senior Corps, AmeriCorps, Peace Corps).
- Ask local companies if they have newsletters and if they will include an ad for volunteers and/or have your program flyer included with their pay stubs.
- Contact retirement homes, churches, and religious groups. Ask to be considered for service projects or mentioned in their bulletins and newsletters.
- Promote your program at local clubs such as book clubs and craft guilds.

Volunteer Management

A classroom aide and/or tutor job description will be the basis for the management and evaluation of the volunteer. In addition to the job description, consider having a written contract which clarifies the job responsibilities and outlines details such as a minimum length of time for the volunteer arrangement (e.g., one year), reporting procedures, communication expectations, and consequences for inappropriate behavior.

Each volunteer needs to have a clearly defined supervisor for day-to-day management, guidance, and support, as well as contact information for other professionals who can be used as resources. The volunteer needs to be able to expect ongoing training, support, and resources on a regular basis. Providing mentors for new volunteers can also be valuable.

It is important for the tutor coordinator to provide and complete evaluations of the volunteers in a timely manner. This evaluation process will be clearly tied to the job description and outlined in the written contract.

Current records need to be maintained on each volunteer, including education, dates of service, duties performed, evaluation of work, sample lesson plans if appropriate, awards received, and background information (if required). The volunteers can be responsible for the submission of this information. Volunteers need to be responsible and accountable for the completion and timely submission of timesheets and tutor report forms.

As the tutor coordinator, it is important to maintain contact with the volunteers on a regular basis. Whenever possible, make the contact personal, not just “part of the job.” A newsletter to all volunteers can be a valuable means of communication, especially when the newsletter contains information by and from volunteers and their peers.

When tutors have a sense of community with students, volunteers, and staff, they are more likely to feel important and relevant to the program. Make volunteers part of program planning and implementation in order to encourage ownership and pride of the organization. It is important to treat volunteers with the same respect as the paid staff.

Valued, respected volunteers will not only continue tutoring, they will be an excellent recruitment tool. Clear expectations and consistent support will provide a strong foundation for an effective tutoring program.

Suggestions from Tutor Coordinators: A Sample Recruitment Plan

Potential volunteers go through a phone interview screening during which the tutor coordinator:

- Assesses their English ability,
- Gets a sense of their professionalism, and
- Learns about their interests and abilities.

The tutor coordinator makes note of volunteers who have strong time management skills, as evidenced by timely responses to emails and phone calls. Volunteers must demonstrate the same workplace preparation skills that are being taught to the students.

The potential volunteers then go through an in-person interview where they visit the office and meet with some instructors. Potential volunteers are given information about the organization, students, and classes.

During the interview, the tutor coordinator:

- Gets a sense of the volunteer's motivation in wanting to work with adult learners and what the potential volunteer would do.
- Asks a specific situational question to get a sense of how a volunteer would work with a student, what kind of advice he/she would give, and his/her ability to problem solve. Examples are: (1) Describe how he/she would explain the word "responsible" to a student who does not understand (2) Describe different ways he/she would read and review a text with a student.

After the volunteer is approved by the instructors, he/she meets with one of the program directors to:

- Have the agency's rules and policies explained, and
- Go over the Volunteer Handbook.

There is a two-week "probation" period with the volunteer in which both parties have time to think about whether or not the volunteer position is a good fit. Ideally, this is a time where the volunteer gets effective feedback on his/her performance.

Section IV: Volunteer Orientation

Volunteer orientations are specific to each agency. This section includes suggestions for topics to include in your agency's volunteer orientation as well as suggestions from peer tutor coordinators.

- Welcome and introductions
- History
- Funding sources and students
- Programs and services
- Mission, vision, and values of the organization
- Site tour, classroom visits
- Locations, hours and contact information
- Paperwork, e.g., eData information, tutor report forms
- Adult education and literacy definition and facts
- Expectations of volunteer (include job description)
- Expectations of agency
- Adult learner characteristics
- Samples of student goals
- Next steps - the volunteer assignment/matching process
- Questions and concerns

Section V: Basic Tutor Training

The Professional Learning Opportunities Project has eight online tutor training modules available to volunteers.

Agencies who have been awarded funds for the optional tutor training program must have volunteer tutors complete the program's local adult education staff orientation and initial tutor training prior to pairing tutors with students. Tutor training must include all of the following:

- Tutoring Routines
- Teaching Adults
- Teaching Adult Basic Education (ABE)
- Teaching English as a Second Language (ESL)
- Lesson Planning
- Using Textbooks and Authentic Materials
- Preparing Students for the High School Equivalency Exams
- Teaching Strategies

These modules include the foundational skills needed by volunteers working in adult education programs. The online tutor modules are available anytime, as long as volunteers have an account in the PD Portal. Tutor coordinators may download the "New User Account Requests" document. Visit the [PD Portal FAQ](#) page for answers to questions about PD Portal accounts, enrollment, navigating and completing courses, and tech support.

The steps for accessing the online tutor modules are as follows:

1. View the catalog and enroll in the modules through the PD Portal.
2. View the module and complete the module activities and final quiz.

The on-demand online tutor modules may be taken individually by classroom aides and tutors, or tutor coordinators may decide to facilitate discussion before and after tutors watch the modules in a group setting. This way, volunteers have the opportunity to talk about what they have learned and describe how they will apply the information in their role as a classroom aide or tutor. Additionally, agencies may supplement the modules with agency-specific training and information as appropriate. However, the online tutor training modules will be the basis of volunteer training.

Section VI: Ongoing Professional Development

There are several factors for tutor coordinators and volunteers to consider when looking at options for appropriate ongoing professional development opportunities. When planning a professional development activity, a topic would be chosen based on identified learner needs. This connection to learner needs will ensure relevancy to both the volunteer and the learner and will maintain volunteer interest. There needs to be a clear purpose for participating in the professional development opportunity and tutors need to have a plan for implementing new knowledge in the tutoring sessions. It must be clear that the overarching purpose of the professional development process is to improve tutoring skills in order to provide the best possible services to the adult learners.

Volunteers need support for implementation of the new knowledge, a chance to use new information gained, time to reflect on the application of the new skills or knowledge, and opportunities to talk with other volunteers about the techniques being used. Volunteers need to understand that documentation of this process is important.

There are a variety of ways for a volunteer to participate in professional development; the key is to remember that this is a process, not a one-time event. We want adult learners to continually learn; it seems logical for volunteers to model the process of lifelong learning for the learners with whom they are working.

Section VII: Tutor Motivation and Retention

Motivating volunteers is directly linked to their retention, just like adult learners. Tutor coordinators throughout the state have shared numerous strategies they have found helpful when motivating and recognizing volunteers.

Suggestions from Tutor Coordinators: Successful Volunteer Motivation and Retention Tips

Supporting tutors/classroom aides:

- Create a warm, friendly atmosphere where volunteers feel welcome.
- Be specific about responsibilities.
- Explain the volunteers' support system. The tutor coordinator needs to be available to answer questions, provide resources, or act as a mediator between teacher and volunteer or volunteer and learner, if needed.
- Meet with volunteers on a regular basis. Open, regular communication is vital; it is important to listen to their questions and suggestions.
- Provide needed materials and resources. Be available with suggestions of techniques that can be tried when working with learners. Have prepared materials available for volunteer use.
- Have a "Senior Advisor" volunteer available to provide guidance to other tutors.
- Provide modern technology such as smart boards, iPads, etc. for use during tutoring sessions.

Networking:

- Provide training frequently and consistently. Give reminder calls for professional development.
- Arrange informal volunteer get-togethers. Provide networking time for volunteers so they can share ideas and build community.
- Provide food, if possible; potluck lunches are popular.
- Include volunteers in holiday activities, graduations, and other special events.

Personalize:

- Let volunteers work in their interest areas. Align strengths with needs.
- Nurture all volunteers and recognize their achievements. Personalize involvement with volunteers as much as possible.
- Allow the volunteer to have some personal responsibility and ownership.
- Give volunteers new challenges and permission to try new ideas.
- Thank volunteers frequently! Tell them that their time and work is appreciated. Send thank you notes, handwritten birthday cards, holiday cards, and/or "anniversary" cards commemorating their service with the agency.
- Make sure volunteer needs are being met.
- Volunteers appreciate the variety of tasks that we ask them to complete. Examples include: (1) Working individually with a student, (2) Administrative work organizing materials and books, (3) Working with the student support coordinator to help a student fill out job applications or finding resources.

Recognition:

- Retention seems to be best when the reward suits the recipient's personality and need for recognition. For instance, most volunteers are satisfied with recognition in the quarterly newsletter or at a celebration event (via certificate). Some are just embarrassed at any such attention and are satisfied with a phone call or email from their coordinator.
- Recognize volunteers in as many ways as possible.
- By recognizing volunteers, you show that your program values volunteer support, and it provides a motivation for continuing commitment.
- Recognition needs to be both formal and informal, including organization-wide events and personal notes and communication.
 - Publish names in newspaper or newsletter.
 - Thank and praise the volunteers frequently.
 - Nominate volunteers for recognition by other organizations.
 - Have an end-of-the-year recognition activity.
 - Award gifts, pins, certificates, flowers, etc. at recognition events.
 - Tell Board members about a volunteer's work and accomplishments.

Section VIII: Reporting

Consistent, thorough reports from tutors are critical. Program administrators need to know what is happening in the tutoring component of the agency, as do funders. As the tutor coordinator, you will want to know about any challenges and successes the tutor/learner pairs are experiencing and you will want to be able to provide any needed support. Each agency has information that must be reported via the eData system, so there are basic details you must request. Beyond the basics, agencies also gather additional information from their tutors. This section includes questions for you to consider when collecting reports from tutors. You can also read suggestions from other tutor coordinators. You will want to stress the importance of submission of timely, accurate reports to your tutors.

Considerations

- What information do you need to collect for your agency?
- What data is important regarding your tutors and learners?
- How do you want to collect data?
- How do you stress the importance of reporting to your tutors?
- What do you need to report to your funders?
- How can you document the effectiveness of your tutoring program?

Suggestions from Tutor Coordinators: Reasons for Reporting and Documentation

- Tutor reports help us understand the learners' progress, their needs, and determine when it's time to post-test.
- The PDE grant requires that our agency track student attendance and progress.
- Foundations, which may provide critical operational funding, request service numbers in order to gauge the impact of their investment in our mission. In other words, our funding is greatly dependent on reporting student outcomes.
- Tracking learner/tutor instructional hours helps to plan program, professional development, personnel, and operational needs.
- Your agency can use the information from tutor reports to help inform your practice. Tutors can be encouraged to reflect upon their work with learners, report on the learners' attendance and progress, and use the information gathered in planning future lessons. Tutor reporting can be a vital part of an agency's continuous program improvement.
- Reporting form options include a hard copy, an electronic version, and an online form.
- Help volunteers understand the importance of reporting as well as the actual completion of the form.

Section IX: Tutor Evaluation

The field of adult education is committed to providing quality instruction to all learners in our programs. Volunteers may work with lower-level learners who have some of the greatest barriers to education and need strong support in providing quality instruction. This support can be provided by evaluating tutors and determining strengths and needs. There are a variety of ways to evaluate tutors, including self, peer, and learner evaluation. Observation is another form of evaluation that can be beneficial when the tutor and observer agree on the skills to be evaluated and work together to improve those specific skills.

Volunteer Evaluations

Tutor Coordinator Tasks:

- Discuss evaluations/observations with tutor before assessing instructional skills.
- Provide volunteers with feedback on their instruction.
- Monitor performance.
- Offer suggestions for change.
- Seek suggestions for ways to enhance volunteer relationships with agency.
- Convey appreciation.
- Base evaluations on standards of performance and the job description

Standards of Performance:

- Standards are coordinated with the job description.
- They serve as the basis for both staff and volunteer to fully understand the responsibilities and requirements.
- Standards include:
 - Work to be done.
 - Measurable indicators of whether the work was accomplished.
 - Appropriate timelines for accomplishment of the work.

Appendix B has several forms which can be used when evaluating or observing tutors, and it also includes a self-evaluation checklist to be used by tutors.

Suggestions from Tutor Coordinators: Successful Tutor Evaluation Tips

- “We have student surveys that are completed annually. I also rely on student and tutor feedback. Tutors submit lesson plans and that’s another way to gauge progress and performance.”
- “There are two ways that I evaluate performance – through monthly tutor log reporting and phone conversations.”
- “Presently, our evaluation depends heavily on the input from both the students and the tutors. I attempt to keep open communication between the students and the tutors – touching base and discussing the success and challenges of the tutoring sessions. I informally observe the ‘on-site’ tutoring sessions. I read lesson plans from the tutors and provide the tutors with feedback.”

- “I like the idea of rubrics and peer observation. Rubrics provide a way for volunteers to really know and understand program expectations. I also think that peer observation is effective (especially if the rubrics are used as a way for peers to objectively observe others' tutoring styles) as it can provide a less-threatening way for tutors to be given feedback than if I were the one to always conduct the observations. I also think it builds community among volunteers.”
- “I make sure I observe each tutor at least twice a year.”
- “Currently, I have built in an area for reflection/self-evaluation on the weekly reporting form for attendance and lesson plans. Some tutors are using this as a space for the students to offer reflection on what has been done, which I think is also helpful. Tutoring sessions are observed and informal conversations with the tutors and students allow for a ‘finger on the pulse’ of progress.”

Section X: Summary: Volunteer Tutor Management Plan

The publication *Planning for Volunteers in Literacy* has an example of a volunteer tutor management plan. This template is a great start for tutoring programs; it may include things that are not relevant to you and you may want to add in topics that are not addressed. See Appendix B for the volunteer management plan template.

Appendix A: Sample Job Descriptions

Program A: Tutor Job Description and Agreement

Title: Tutor

Qualifications:

- Bachelor's degree or be participating in an AmeriCorps program
- Experience in writing lesson plans or willingness to learn to write lesson plans for all tutoring/small group sessions and to work with tutor coordinators to review goals and adjust student placement, as needed
- Participation in initial tutor training and additional professional learning opportunities while at the program
- Commit to an assigned period of tutor time (usually a semester) for a minimum of 3 hours a week
- Complete a Volunteer Interest Form about experience and availability

Preparation:

Complete the program's local adult education staff orientation and initial tutor training prior to being paired with students. Tutor training includes all of the following:

- Tutoring Routines
- Teaching Adults
- Teaching Adult Basic Education (ABE)
- Teaching English as a Second Language (ESL)
- Lesson Planning
- Using Textbooks and Authentic Materials
- Preparing Students for the High School Equivalency Exams
- Teaching Strategies

Major Responsibilities:

- Teach English as a Second Language to non-native speakers of American English, high school equivalency level adult students (HSE), or adult basic education (ABE) one-on-one or in a small group (not exceeding 6 students) setting.
- Provide a professional, respectful, supportive, and safe learning environment by always meeting with your student as per the agreed schedule (time and place).
- Ensure all assigned paperwork is completed, updated, and submitted on time (includes but is not limited to attendance records, progress reports, assessments, activity logs, and goals sheets).
- Guarantee that any use of materials is for tutoring purposes only and must be used according to Program A's policies and procedures. Any borrowed materials must be returned accordingly.
- Plan meaningful lessons for students that incorporate student needs and goals.
- Communicate openly with the tutor coordinator about any tutoring information, questions, problems, or updates, and notify the coordinator directly if unable to meet with the student(s) due to an emergency.
- Participate in professional development activities and attend pre-service training and in-service meetings as requested.

Please sign below. By signing, you acknowledge you will abide by all policies and procedures as outlined for you. Failure to follow or complete any of the tutor responsibilities may cause removal from our program.

- I have read, understand, and agree to follow my responsibilities as outlined in the Adult Education Volunteer Job Description.
- I understand that changes to my schedule, including place, time, students in group, etc., must be discussed with the tutor coordinator and approved PRIOR to initiating a change.
- I understand that any questions and concerns may be addressed at any point throughout my term of service with the tutor coordinator. S/he will be available to provide ongoing feedback, advice and encouragement to me on a regular basis. Emergency situations should be referred to the program coordinator.

Signature _____ Date _____

Program B: Classroom Aide Job Description

Title: Classroom Aide

Goal: Provide in-class support to a student or students who are in a class or group. The volunteer classroom aide is not responsible for instructional planning. The classroom instructor or the tutor coordinator will provide materials for the aide to use and guidance on how to use the materials.

Reports to: Tutor Coordinator | phone number | email address

Duties:

1. Be prepared to commit to at least 6 months of volunteering with agency.
2. Complete required basic volunteer training, which comprises Professional Learning Opportunities online tutor modules.
3. Work closely with the classroom instructor to support the academic needs of the students.
4. Participate in additional professional development as required.
5. Review and reinforce learning regularly.
6. Notify the tutor coordinator promptly of any questions, concerns, or problems.

Qualifications:

1. At least a high school diploma or its equivalent and have the content knowledge to effectively support students
2. Dependable, supportive, patient, and flexible
3. Inclined to relate to culturally and economically diverse individuals
4. Able to establish good rapport with students and respond to their learning needs
5. Willing to learn new information and skills
6. Able to speak, read, and write English fluently

Fringe Benefits:

- Satisfaction in knowing that you are making a difference in someone's life
- Increased appreciation of the differences in people
- Improved problem-solving skills

Program C: Tutor Job Description

Title: Tutor

As a volunteer tutor, you will be teaching adult students a variety of literacy and educational skills. Tutors need a strong commitment to see students through their programs and not give up on them. You will be helping them build a ladder of positive experiences and successes – one small step at a time. Program C is here to assist you with whatever you need to make the educational tutoring experience a success.

- Tutors must have a Bachelor's degree or be participating in an AmeriCorps program.
- Tutors need experience in writing lesson plans or willingness to learn to write lesson plans for all tutoring/small group sessions and to work with tutor coordinators to review goals and adjust student placement, as needed.
- Tutors will participate in initial tutor training, which includes eight online learning modules, and additional professional learning opportunities while working at the agency.
- All program volunteers must obtain FBI, PA State Police, and DHS child abuse clearances. Program C will provide the forms and pay for the clearances and postage.
- Tutors will need to sign a Confidentiality Statement. All student and tutor information is confidential.
- All materials and resources are free to the tutor and student.
- Tutors will be matched by the Tutor/Program Coordinator.
- We do not recommend tutors give students rides in their vehicles.
- Tutors are expected to meet face-to-face for a minimum of 3 hours per week. Please be respectful of the student's needs and interests.
- Tutors will provide one-on-one or small group instruction to adult learners.
- Tutors need to keep track of all attendance, hours, including prep and professional development time, and report these on the monthly Tutor-Student Report Form. Please submit these forms by the 5th of each month.
- Tutors are expected to discuss and help update the student's long and short term goals at each session.

Not every student and tutor match is the right one. You always have the right to ask for a different student if the student is not keeping appointed meetings or is not a good match because of personality factors. We do ask that you try it and see if you and the student will work out well together. We are grateful to have your help, and we are here to support you. If you need supplies, resources, paperwork, or have a problem with the student or schedule, please call or stop by the office so we can assist you. We look forward to working with you.

Appendix B: Blank Forms

Professional Development Checklist

This checklist can be used when developing professional development (PD) opportunities for tutors. Address as many of the items as possible to provide effective PD that will best meet the needs of the adults being tutored.

An activity is most likely job-embedded professional development if...

___ the content of learning is grounded in daily teaching practice.

___ the learning is designed to enhance instructors' content-specific instructional practices.

___ it is primarily classroom/tutoring environment based.

___ it is integrated into the work day.

___ it makes a direct connection between learning and application in daily practice.

___ there is alignment with continuous program improvement.

___ it is ongoing.

___ there is active instructor involvement.

"The closer the learning activity is to the actual work of teachers in classrooms with their current students, the more job embedded it is."—Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well" Issue Brief, April 2010.

Report Forms

Tutor Professional Development Reflection Log Form

Description of Activity

1. How did your instruction change as a result of the activity? (e.g., Did you apply a new teaching technique? Did you change the format of your session?)
2. How was the learner impacted by the change in your instruction and how was the impact measured? (e.g., Was the learner able to demonstrate a better understanding of the lesson?)
3. How did you share the experience with peers? (e.g., Have a conversation with peers? Talk to your coordinator? Discuss it during a group sharing session?)

Activity: Brief Description and Reflection (e.g., webinar, meeting, online course, etc.)

1. Was this activity beneficial? Were there any obstacles or successes associated with this activity – in either your instruction or the learner's performance?
2. Length of activity (amount of time spent doing the activity)

3. Program Name:
4. Tutor First Name:
5. Tutor Last Name:
6. Month of Report:
7. How many hours did you spend tutoring this month?
8. What did you do in preparation for your tutoring time this month? Please select any activities you did to help guide your instruction and lesson planning.

Choose all that apply; if you choose "Other," please specify.

- Online tutor training module
- Independent research, including online research
- Professional Learning Community (meeting with group of peers)
- Online course
- Face-to-face training
- Meeting with supervisor, peer and/or mentor
- Other, please specify

If applicable, why did you choose to participate in the activity(ies) identified above?
Choose all that apply.

- Results of standardized test
- Results of informal assessments
- Conversation with peer
- Required
- Other, please specify:

If applicable, what did you do differently as a result of activity(ies) you completed?
Choose all that apply.

- Implemented a new instructional technique or strategy
- Stopped using an instructional technique or strategy
- Started using new material(s)
- Stopped using material(s)
- Other, please specify

Please take a moment to share your reflections on the tutoring sessions for this month. This can include highlights, low points, challenges, successes, etc. that occurred during your tutoring sessions.

If there is a topic or tutoring situation about which you would like further information, please provide details below. For example, you would like to learn more about providing reading instruction to an ESL learner who is not literate in his/her native language.

If you indicated you would like further information please provide your email address:

Learner-Centered Instruction Checklist

This can be completed by the learner or the tutor.

Is your tutoring style learner-centered?

Yes___ No___ Sometimes___

Does the adult you tutor think your tutoring is:

Relevant to his/her goals?

Yes___ No___ Sometimes___

Applicable to his/her life? (useful to him/her outside of the tutoring session?)

Yes___ No___ Sometimes___

Interesting?

Yes___ No___ Sometimes___

Related to his/her goals?

Yes___ No___ Sometimes___

Influenced by his/her input?

Yes___ No___ Sometimes___

Related to his/her previous knowledge?

Yes___ No___ Sometimes___

Inclusive of him/her as a partner in the determination of content and teaching techniques (including materials used)?

Yes___ No___ Sometimes___

Respectful of his/her feelings, beliefs, and values?

Yes___ No___ Sometimes___

Done in a safe environment (both physically and psychologically)?

Yes___ No___ Sometimes___

Different from the traditional educational classroom?

Yes___ No___ Sometimes___

Fun?

Yes___ No___ Sometimes___

Designed to get him/her closer to self-sufficiency?

Yes___ No___ Sometimes___

Flexible and responsive to his/her changing needs?

Yes___ No___ Sometimes___

Considerate of his/her learning style(s)?

Yes___ No___ Sometimes___

Considerate of his/her multiple intelligences?

Yes___ No___ Sometimes___

Based on his/her strengths?

Yes___ No___ Sometimes___

Designed to address his/her barriers?

Yes___ No___ Sometimes___

Useful to him/her as a family member?

Yes___ No___ Sometimes___

Useful to him/her as a community member?

Yes___ No___ Sometimes___

Useful to him/her as a worker?

Yes___ No___ Sometimes___

Tutor Observation Checklist

Prior to observing a tutoring session, meet with the tutor to discuss what he/she would like you to observe and provide feedback on. During the observation, focus on the sections and statements in this checklist that pertain to the tutor's request for feedback. This checklist is based on the tutor competencies.

An ideal source of feedback is the learners being tutored. You may ask for feedback in a formal or informal manner. However you do it, students should always be encouraged to let you know what works best and what they liked or didn't like.

Other tutors or staff may be willing to observe and share their thoughts with you. This is best done when specific items are evaluated and discussed. You can write out a list of clear questions or points you want your observer to watch for, or you may use a formal evaluation form. You also may choose to observe other tutors' methods and teaching styles.

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree NA = Not applicable

1. Tutor demonstrated beliefs, behaviors and practices that are supportive of adult learners:

Fostered learner-centered instruction.

5 4 3 2 1 NA

Demonstrated empathy, patience, and support.

5 4 3 2 1 NA

Demonstrated cultural awareness and sensitivity.

5 4 3 2 1 NA

Addressed learners with learning difficulties.

5 4 3 2 1 NA

Accommodated adult learners' multiple learning styles.

5 4 3 2 1 NA

Understood demands of adult roles and responsibilities as workers, parents, citizens.

5 4 3 2 1 NA

2. Tutor modeled instruction in a manner conducive to learner interaction:

Encouraged learners to share their knowledge and skills.

5 4 3 2 1 NA

Acknowledged and utilized the knowledge that adults bring to learning.

5 4 3 2 1 NA

Encouraged adult learners to voice their opinions.

5 4 3 2 1 NA

Modeled the sharing of knowledge and skills.

5 4 3 2 1 NA

3. Tutor modeled reinforcement of positive attitudes toward learners' potential for success:

Held high expectations for learner achievement.

5 4 3 2 1 NA

Challenged learners to go beyond their perception of their own limitations.

5 4 3 2 1 NA

Met learners where they are and fostered their potential for change and growth.

5 4 3 2 1 NA

Developed within each learner a sense of his/her talents, progress and ability.

5 4 3 2 1 NA

Encouraged adult learners to practice self-evaluation and strive for continual improvement.

5 4 3 2 1 NA

4. Tutor indicated proficiency in the subject area in which he/she provided instruction:

Demonstrated knowledge of current materials appropriate for adults.

5 4 3 2 1 NA

Demonstrated knowledge of current methods appropriate for adults.

5 4 3 2 1 NA

Used current methodologies and procedures specific to the content area.

5 4 3 2 1 NA

5. Tutor demonstrated knowledge of ways to design instructional plans:

Utilized a learning plan – was prepared.

5 4 3 2 1 NA

Used bias-free language and materials.

5 4 3 2 1 NA

Utilized an appropriate variety of instructional techniques.

5 4 3 2 1 NA

Organized a sequential plan of instruction – was organized.

5 4 3 2 1 NA

6. Tutor modeled encouragement of critical thinking:

Motivated learners to solve problems.

5 4 3 2 1 NA

Related learning opportunities to current concerns and issues.

5 4 3 2 1 NA

Used questioning techniques to stimulate critical thinking.

5 4 3 2 1 NA

Encouraged creative thought and expression.

5 4 3 2 1 NA

7. Tutor demonstrated methods and tools used for informal assessment:

Continually checked for learning.

5 4 3 2 1 NA

Informally assessed learners' understanding.

5 4 3 2 1 NA

Used the results of informal assessment to modify presentation.

5 4 3 2 1 NA

What I like most about the tutoring session:

Based on the conversation with the tutor prior to the observation, I feel the tutor could benefit from:

Tutor Self-Evaluation Checklist

(Adapted from The Learning Source for Adults and Families, Aurora, Colorado)

Self-evaluation is an important aspect of your tutoring experience. You can reflect on a tutoring session and review what was good, what needed improvement, and what you plan to change the next time.

The following checklist may be used as a guide for evaluating yourself.

Self-Evaluation Questions

Did I have a lesson plan?
Yes___ No___ Comments___

If so, did I follow it closely?
Yes___ No___ Comments___

Was the lesson plan useful?
Yes___ No___ Comments___

Did the student(s) help plan the lesson?
Yes___ No___ Comments___

Did I make good use of the tutoring time?
Yes___ No___ Comments___

Did I use a variety of activities?
Yes___ No___ Comments___

Could something have been improved or omitted? If so, what?
Yes___ No___ Comments___

Were the materials I chose relevant and motivating?
Yes___ No___ Comments___

Did I use materials besides any core texts?
Yes___ No___ Comments___

Did I incorporate activities that used different learning styles?
Yes___ No___ Comments___

Did I give positive reinforcement and motivation?
Yes___ No___ Comments___

Did the session end on a positive note?
Yes___ No___ Comments___

What was particularly successful?
Comments___

What could I have done differently?
Comments___

What made the session fun and enjoyable?
Comments___

What will need review or additional practice?
Comments___

What are the plans for the next session?
Comments___

Volunteer Tutor Management Plan Template

After you have assessed your program's need for volunteers, now it is time to begin to develop your volunteer management plan.

NAME:

ROLE:

AGENCY:

DATE:

Please answer the following questions to develop your volunteer management plan.

1. What program areas of need will be filled by volunteers?
2. What are the characteristics of the volunteers who can meet those needs?
3. What is the importance of having job descriptions (classroom aide and tutor) and how will you use these job descriptions in your agency?
4. Identify two ways you will recruit volunteers.
5. Identify two ways you will screen volunteers.
6. What strategies and mindset might you integrate to retain volunteers?
7. What kind of orientation and training will you provide to volunteers, and how will you provide it?
8. How do you support the ongoing process of professional development for the volunteers in your agency?
9. How will you work with the in-house professional development specialist to align ongoing professional development for volunteers with the professional development of the agency staff?
10. How will you collaborate with the student support coordinator and other program areas to integrate the volunteer tutor position and volunteers into the agency to increase opportunities and services for learners?
11. Explain at least two things you will do to recognize tutors.
12. How you will explain student performance data and its importance to the volunteer role?
13. How will you handle tutor reporting and documentation (frequency, form or report, etc.)?
14. What data will you collect about your volunteer program, and how will you collect it?
15. What is at least one way you will evaluate the quality of instruction and the effectiveness of the tutors in your agency?

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Resources

Coalition on Adult Basic Education (COABE)

<https://www.coabe.org/>

LINCS Literacy Information and Communication System

<https://lincs.ed.gov/>

Pennsylvania Association for Adult Continuing Education (PAACE)

<https://paacesite.org/>

Pennsylvania Adult Education Resources

<http://www.paadultedresources.org/>

ProLiteracy

<https://proliteracy.org/>