

TUTOR
MANUAL

Literacy Volunteers of the Tarrytowns
Warner Library
121 North Broadway
Tarrytown, NY 10591

9/2018

THE LITERACY VOLUNTEERS OF THE TARRYTOWNS TUTOR

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THE LITERACY VOLUNTEERS OF THE TARRYTOWNS TUTOR

1. TRAINING WORKSHOP

As the first step toward becoming a Literacy Volunteers tutor, the volunteer takes a training workshop in either English for Speakers of other languages or basic reading. Since most of our learner applicants need ESOL, and only a very few request BR, the ESOL workshop is given regularly, and the BR workshop is held infrequently. Upon successful completion of a workshop, the tutor receives a certificate.

The workshop may be one conducted by Literacy Volunteers of the Tarrytowns, or by any other Literacy Volunteers affiliate. Our workshops originated with Literacy Volunteers of America, which has now merged with Laubach Literacy to form ProLiteracy.

2. ASSIGNMENT OF A LEARNER

The trained tutor accepts a learner assigned by the Director of Learner-Tutor Matching of Literacy Volunteers of the Tarrytowns. The matcher has on file; all the applications from prospective learners, with the times when they are available to be tutored.

The matcher pairs tutors and learners whose time availability matches. Learners who do not understand or speak English at all, or who have a very low level of proficiency, are given preference. The matcher also takes into consideration any particular request made by the tutor, e.g., request for a learner from a specific country.

Requests for a new learner can be made by filling out a learner-tutor matching form (available in the “Forms” binder in the tutoring center) and leaving it in the LV mailbox.

3. MEMBERSHIP

It is the acceptance of the learner from the LVT matcher that makes the tutor an active member of Literacy Volunteers of the Tarrytowns, with all the privileges of that

membership. Membership continues as long as the volunteer remains a tutor in good standing, i.e., tutors the assigned learner on a regular basis and provides tutoring information upon request.

4. TUTOR ADVISER

Each tutor has a tutor adviser who will help in any way needed in the tutoring experience. The adviser may assist the tutor in establishing contact with the learner, preparing lessons, selecting materials, dealing with problems. The tutor may call the adviser for help.

Every two months, the adviser will call the tutor to request information about hours of tutoring and progress of the learner. The adviser may also convey messages, offer assistance or just check to make sure that all is going smoothly.

If at any time the tutor is unable to reach the advisor, the tutor may call the director of tutor advisory services.

5. TUTORING CENTER

Literacy Volunteers of the Tarrytowns has a tutoring center of four individual cubicles for one-to-one tutoring. It is located on the top floor of Warner Library. The tutor may teach the learner there during library hours. If the center is filled, the reference librarian will try to make another location available, if the tutor requests help at the reference desk.

The tutor should contact the tutor adviser if lessons can not be planned when the library is open. The tutor adviser may be able to arrange an alternate site in a public building. Tutors should not teach their learners in their own homes or in the learners' homes.

6. TEACHING MATERIALS

A collection of books, workbooks, and reference materials is available in the tutoring center. These can be borrowed by the tutors for their own or for learners' use. These books should not be borrowed for more than a week at a time. Members of Literacy Volunteers of the Tarrytowns may borrow any book from the collection except reference

books and dictionaries. It is the tutor's responsibility to maintain a good record of borrowing and returning books to avoid any unnecessary email or calls to recover books.

Instructions for borrowing books:

Enter book number (books are labeled with specific numbers), book name, your name, and the date you borrowed the book into the "Borrowing Books" binder.

- Enter Return date when you return the book
- Keep the book for a reasonable amount of time
- Return books to the shelf according to labeled numbers

NOTE: Please make sure that the "Borrowing Books" form remains in the folder labeled "Borrowing Books Sheets."

Note: Books and videos obtained through grants to Warner Library and suitable for use by persons learning English are available in the reference room of Warner library. These items are charged out at the Warner Library circulation desk.

Learners are strongly encouraged to apply for and use library cards.

7. ACCESS TO TUTORING CENTER: SECURITY

Use of the tutoring center and its materials is limited to active members of Literacy Volunteers of the Tarrytowns. Access to the tutoring center is obtained through the use of keys which are available at the reference desk. Keys must be signed out in a binder marked Literacy Volunteers at the reference desk. Either key opens the door at the top of the stairs and to the tutoring center. For security reasons, the library director requests that the door of stairs remains locked after you and your learner enter unless there is another program taking place on the third floor. The elevator is not always set to go to the third floor. If the tutor or learner needs to use the elevator, please contact the reference librarian to have it set to access the third floor.

Tutors should meet their learners on the main floor of the library and return to the main floor with them at the end of the session. It is important for the tutor to keep the key in his or her possession while tutoring. The key never should be left hanging in the lock of the door, or on a shelf, etc. At the end of a tutoring session, the key may be transferred to another LVT tutor using the center, if that person does not have the other key.

The last tutor to leave the center must turn off the lights, and lock the door of the tutoring center. The tutor should check the door at the top of the stairs. The key is then returned to the reference librarian or to the circulation desk if the reference librarian is not available.

In each tutoring room cubicle there are attendance sheets pinned to the wall. Every tutor is required to log his/her name, learner name, date, and time every time they use the tutoring center. LVT reports this usage information to the library every year.

8. DICTIONARY AWARDS

Any learner, who has been in the program for six months and whose attendance and effort have been satisfactory, may be given a special dictionary award. The tutor should notify the director of teaching materials if a dictionary is to be awarded to a learner. A special bookplate will be provided with the dictionary.

Tutors are encouraged to reward their learners to keep them motivated. There are three books - The Oxford Picture Dictionary, Elementary English Dictionary, and an Idiom Dictionary – available for tutors to choose depending on the level of their learner.

Instructions for Requesting a Reward book:

- Complete the Tutor information section of the “Award Request” form In the “Award Books” binder.
- Complete the Student information section.
- Check the book you want to request.
- Use the “Award Request” form until it is fully used.

NOTE: Please make sure that the “Award Request” form remains in the folder labeled “Award Request Sheets”

9. ESLOA BOOKS

ESLOA (English for Speakers of Other Languages Oral Assessment) books may be borrowed from the tutoring center. Tutors are asked to return them promptly after using them. ESLOA books marked “Reference” may not be removed from the tutoring center.

10. ESLOA TEST (ESOL) LEARNERS

At an early meeting with the learner, the tutor administers the ESLOA (English for Speakers of Other Languages Oral Assessment) test. This will provide more detailed

information about the learner's knowledge of English and, by identifying areas unknown or imperfectly known by the learner, will help guide the tutor in preparing lessons. The results are recorded on the ESLOA answer sheet – copies are available in the tutoring center. The ESLOA answer sheet should **NOT** be left in the tutoring center or the LV mailbox – it is retained by the tutor for future use in planning lessons.

The first time the ESLOA is given to a learner, the score is recorded on the Initial Student Report form which is filed in the designated folder in the tutoring room. All subsequent administrations of the test and scores should be reported to the tutor advisor – **NOT** left in the tutoring room or LV mailbox.

11. BR TEST (BASIC READING LEARNERS)

At an early meeting, the tutor administers the READ (Reading Evaluation Adult Diagnosis) test. As in the case of the ESLOA test, this reading survey will provide information about the learner's level and help the tutor to design lessons. The tutor will find copies of the test, with answer sheets, in the tutoring center. If the tutor needs help in giving the test, the adviser may be called upon for assistance.

12. INITIAL STUDENT REPORT

After meeting with and testing the learner, the tutor fills out the Initial Student Report (ISR). There is one report form for ESOL and another for BR. Copies are available in the tutoring center.

The Initial Student Report requests information about the learner, his or her language background, native country, occupation, etc. It also asks for the results of the Pre-Test. The Pre-Test is the term used to describe the tutor's first administration of the test.

The completed Initial Student Report is filed in a special folder in the tutoring center. Receipt of this form is very important for the maintenance of the organization's records and for completion of required annual reports to ProLiteracy and to Literacy New York.

13. RE-TESTING

Once the learner has been in the program for six months, he or she should be re-tested using the same test. This re-test is also known as the Post-Test; results of post-tests are

requested by advisers calling for data. Subsequent re-tests given at six-month intervals are also called post-tests and are reported to advisers.

14. CHANGES IN TUTORING STATUS

If the tutor stops tutoring the learner for any reason (for example, learner achieved goal, or tutor is moving away), the tutor should notify the matcher immediately using the Termination Form – available in the tutoring center “Forms” binder. If the tutor wishes to take a new learner, the matcher will make a new assignment. Indicate days and time available to tutor on the form. If the tutor is dropping out, the matcher needs to know if the learner wishes to be assigned a new tutor.

Information about any changes in tutoring status will be shared by the learner-tutor matcher with the director of tutor advisory services.

15. TUTOR REPORTS

Every two months, the tutor’s adviser will telephone or e-mail to request information from the tutor. The adviser will ask the tutor for the number of classroom hours spent tutoring the learner during the previous two months, and the number of hours spent assisting the learner in other ways. The adviser will also ask for the results of any tests that have been administered (Pre-Test in case of a new learner, Post-Test when given to an established learner). Changes in tutoring status (learner or tutor discontinuation) should also be reported to the adviser.

To aid our learners’ learning progress, the LVT directors set targets for learner time spent in the classroom during each two-month reporting period. The directors also establish programs to recognize learners and tutors who meet LVT targets for participation and learning progress. Current information about attendance guidelines and recognition programs are available from the advisors, section 21 of this handbook and on the LVT web site.

If the tutor plans to be out of town for more than a month, that fact should be reported to the adviser.

The adviser, after filling out a report for all advisees in his or her group, will send the report to the director of tutor advisory services, who will share the information with the learner-tutor matcher and with the statistical clerk.

16. IN-SERVICE WORKSHOPS

The tutor is expected to continue the learning experience begun in the training workshop, by attending at least one in-service workshop or “tutor chat” per year. Tutor advisers let their advisees know when these meetings are scheduled. Suggestions from tutors as to the content of these meetings are welcomed and should be given to the advisers.

17. GROUP TUTORING

Tutoring a small group is an option available to all tutors. The only constraint is the need to arrange for the appropriate space to hold the tutoring sessions. A tutor wishing to take on additional learners should notify the learner-tutor matcher and request assistance from the Board to arrange for space to be made available for group tutoring in the library or at another local organization.

18. OTHER VOLUNTEER OPPORTUNITIES

Tutors who are interested in taking part in the work of running the organization are encouraged to volunteer to help. The affiliate always needs volunteers who are willing to perform other services in addition to their tutoring.

19. ANNUAL MEETING

The tutor is expected to attend the annual meeting of Literacy Volunteers of the Tarrytowns usually held on the second Saturday of June. As a member in good standing, the tutor receives a notice of the meeting and is entitled to vote on all matters that come before the organization. Tutors who are unable to attend in person are requested to send in proxies.

20. BEST PLUS EVALUATION (ESOL)

The Best Plus evaluation is a computerized, standardized assessment that certified test administrators in our affiliate give to learners to measure their progress learning English. The tutor is responsible for making arrangements for his or her learner to be tested at Warner Library during the hours the library is open. After discussing the purpose/procedure with the learner, the tutor should contact the Best Plus coordinator by emailing lvtbestplustesters@gmail.com or leaving a voice message at 914-488-4250. Be sure to include the days and times your learner would be available to be tested. The test may take between 15 and 30 minutes - based on the learner's fluency level.

The tutor does not need to accompany the learner to the Best Plus evaluation. Each learner should be tested every six months. Results of the test will be shared with the tutor. Aggregated results from Best Plus evaluations of all our learners are reported to Literacy New York once a year as part of our statistical report. No learner names are associated with the data included in the statistical report.

Tutors interested in becoming certified as Best Plus test administrators should notify the Board of Directors via email to info@lvtarrytown.org or by leaving a message at 914-488-4250.

21. ATTENDANCE CERTIFICATE

Learners who complete 16 hours or more of tutoring time in a two month reporting period are eligible to receive a Lucille and Ted Hutchinson Attendance certificate. This award is to recognize the commitment and determination the learner has demonstrated in learning English. To secure an award, the tutor notifies his/her tutor advisor that 16 or more hours of tutoring have been completed in a reporting period and the Director of Tutor Advisors will see to it that a certificate is created, signed and delivered to the tutor to give to the learner.