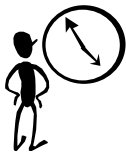


## Tutor Orientation

Contributed by Racine Literacy Council



1.5 – 2 hours

### Tutors will:

- Receive information about the mission and affiliations of RLC
- Learn about the definition of literacy, contributing factors to illiteracy, and the needs in the community
- Become interested in tutoring and sign up for a tutor training

### Materials Needed:

- ✓ Program-specific video
- ✓ Orientation Handouts 1-8 modified for your program
  - Volunteer Tutor Information
  - Registration Form
  - Mission Statement
  - Tutor Job Description
  - Tutor Responsibilities
  - Workshop Cost and Schedule
  - RLC Contact Information
  - Information Meeting Questionnaire

## Directions

Included here is an outline of the orientation that is conducted by the Education Coordinator, a board member, and a tutor. The person who is responsible for each section of the orientation is indicated at the end of the directions. At RLC, this orientation is called an informational meeting.

1. Show video of your program (if you have one) – Education Coordinator

2. Welcome guests and introduce yourselves. (You are here to provide information about the Racine Literacy Council's Adult Tutoring Program. You hope that they will volunteer, particularly as tutors.)

Ask participants to introduce themselves and talk a little about why they came. Ask them to be specific so you can track recruiting efforts and know what is effective. – Education Coordinator

Handouts – Volunteer Information Forms and Registration Forms – Board member

Explain Mission Statement – Board member

3. Overhead Presentation

- Affiliations – Education Coordinator
  - Member of ProLiteracy (accredited member of merger of LLA/LVA; certificate good with other member councils)
  - partner provider United Way of Racine County
  - member of Wisconsin Literacy (state umbrella organization for volunteer literacy programs)
- Information – Education Coordinator
  - Handouts – Tutor Job Description, Tutor Responsibilities, Workshop Cost, RLC Contact Information – Board member
- Demographics – Education Coordinator

4. Presentation by tutor – Tutor

5. Questions? – Education Coordinator, Board Member, Tutor

Other volunteer opportunities – Board member

6. Have participants fill out forms, including questionnaire. Hand out Dates for upcoming trainings. Thank everyone for coming.

Following are our slides from our PowerPoint presentation and handouts that can be modified for other programs.

## Affiliations

- ProLiteracy Worldwide is represented in 45 developing countries as well as in the U.S. and serves more than 350,000 adult new learners around the world each year.



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## Affiliations

- Wisconsin Literacy, the umbrella organization of literacy councils throughout the state, supports adult, family, and workplace literacy through advocacy and program and resource development, training, information, and referral.

[www.wisconsinliteracy.org](http://www.wisconsinliteracy.org)

Racine Literacy Council

## Literacy Definitions

- 1890's – sign name, not with "X"
- 1940's – read at a 4<sup>th</sup> grade level
- 1960's – finish the 8<sup>th</sup> grade
- 1990's – a continuum or scale



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## Literacy

- Prose literacy
  - Use information from text
- Document literacy
  - Locate and use information
- Quantitative literacy
  - Perform math operations
- Technical literacy
  - Use machinery including computers

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## Literacy Statistics

- Racine has the 2<sup>nd</sup> lowest rate of literacy in Wisconsin
  - 48% of adult population scored at levels 1 and 2 on National Adult Literacy Survey
    - "...adults with skills at levels 1 and 2 lack a sufficient foundation of basic skills to function successfully in our society." (NIFL)

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## Contributing Factors

- School Dropout
- Drugs
- Work responsibilities
- Peer Pressure
- Student's home life
- Cyclical illiteracy
- Undiagnosed learning disabilities
- Health issues
- Undiagnosed or unrecognized vision or hearing problems
- Poor or erratic schooling
- Disconnected learning
- Attendance problems
- Capabilities
- Cultural issues
- Non-native speaker of English

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## Adult Learners

- Creative - adaptable
- Apprehensive
- Uneven learners
- Outside responsibilities
- Prefer to make own decisions
- Threatened by formal tests
- Want practical lessons
- Impatient about progress
- Varied life experiences

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## What is literacy?

- Listening
  - Speaking
  - Reading
  - Writing
- receive information
- express information

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## Basic

(Adult Basic Education)

- Learn or improve reading and writing skills
- Develop accommodating strategies
- Improve pronunciation
- Increase fluency
- Interpret culture-specific references as well as basic literacy skills
- Study for written driver's license test
- Study math
- Study for GED or HSED

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## ESL

(English to non-native speakers of English)

- Albania
- Bulgaria
- Czech Rep.
- Guatemala
- Korea
- Mexico
- Russia
- USA
- etc.
- Proud to learn another language
- Education is important
- Most literate in own language
- Many highly educated
- Learn culture as well as language
- Pronunciation is an issue

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## Expectations

RLC adult learners are expected to:

- ✓ participate in an intake interview
- ✓ meet with a tutor 2 hours per week
- ✓ attend sessions punctually and regularly
- ✓ practice new skills.

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## Curriculum



- Reading and Writing  
– Program specific curriculum goes here.

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## Tutors will ...

- ⊙ develop realistic expectations
- ⊙ use sense of humor regularly
- ⊙ increase self-confidence
- ⊙ learn to say "I don't know"
- ⊙ Be learner centered
- ⊙ be patient
- ⊙ be understanding & respectful
- ⊙ be creative
- ⊙ be sensitive & empathetic
- ⊙ be adaptable
- ⊙ be enthusiastic
- ⊙ be organized

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## Where will I tutor?

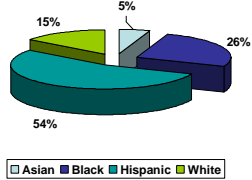
- RLC
- Library
- YWCA
- Other public place
- Correctional institutions



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## Student Demographics 2002-2003

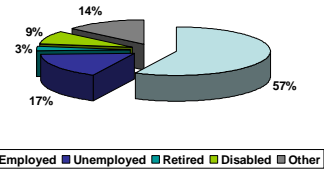
### Ethnicity



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## Student Demographics 2002-2003

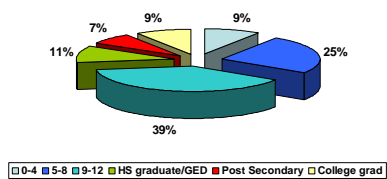
### Employment



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## Student Demographics 2002-2003

### Education



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## Other Volunteer Opportunities

- ♥ Administrative
- ♥ Facilities
- ♥ Publicity
- ♥ Fund-raising
- ♥ Tutor recruitment
- ♥ Other

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

## VOLUNTEER TUTOR INFORMATION

Please complete the following so that we can get to know you better and match you to a position that fits your interests, skills, and availability. Don't worry... this is not a test!

1. The volunteer jobs/activities that have been most enjoyable (or that would appeal to me) are:
  
  
  
  
  
  
  
  
  
  
2. I'm choosing to volunteer at the Racine Literacy Council because:
  
  
  
  
  
  
  
  
  
  
3. I think the greatest contribution I make to the Racine Literacy Council will be:  
(consider your special skills, hobbies, personal or work experience)
  
  
  
  
  
  
  
  
  
  
4. Considering your own style of working, which of the following would probably suit you best:  
  
 Detailed instructions; step-by-step "how to"; a specific dialogue to follow  
  
 General instructions, telling what topics to cover; list of further helpful materials; hints on what to say  
  
 Minimal step-by-step instructions

5. How do you think you would react if your student progressed more slowly than you expected, or didn't call and missed an appointment occasionally?

6. Preferred times for tutoring: Morning\_\_\_ Afternoon\_\_\_ Evening\_\_\_

7. We often need volunteers in the following areas. Even if you decide tutoring is not for you, your skills could help support our program. Please check any items with which you could help.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Office/Clerical | <input type="checkbox"/> Student Support            | <input type="checkbox"/> Publicity/Recruitment      |
| <input type="checkbox"/> Phoning         | <input type="checkbox"/> Newsletter                 | <input type="checkbox"/> Mailings                   |
| <input type="checkbox"/> Computer        | <input type="checkbox"/> Refreshments<br>(workshop) | <input type="checkbox"/> Fundraising/Special Events |

8. Please list two personal and/or professional references, along with addresses and phone numbers

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## RACINE LITERACY COUNCIL REGISTRATION FORM

PLEASE RETURN THIS FORM TO US WHETHER YOU REGISTER OR NOT

Yes, I want to be a Racine Literacy Council volunteer tutor. Please include me in the following workshop.

### WORKSHOP SCHEDULE

**DATES:**

April 20, 22, 27, 29, and May 4

**TIMES:**

5:45 – 9:15 P.M.

**PLACE:** Racine Literacy Council, 734 Lake Avenue

Please respond as soon as possible as registrations are limited.

\_\_\_\_ Enclosed is my \$20.00 material fee. Make checks payable to The Racine Literacy Council and mail to 734 Lake Avenue, Racine, WI 53403

\_\_\_\_ I am unable to attend this workshop, but I am still interested in becoming a tutor. I understand that my name is kept on your mailing list for two workshop notifications.

\_\_\_\_ I am no longer interested in becoming a tutor. Please remove my name from your list.

\*To be part of this workshop, attendance at **one** informational meeting is required. If unable to attend, please stop by at our office to view our informational video.

### INFORMATIONAL MEETINGS

**DATES**

Thursday, April 1

Tuesday, April 13

**TIMES**

6:00 – 7:30 P.M.

6:00 – 7:30 P.M.

I attended an informational meeting on \_\_\_\_\_

I will attend the informational meeting on \_\_\_\_\_

**NAME** \_\_\_\_\_

**PHONE** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**ZIP CODE** \_\_\_\_\_



## RLC Mission Statement

The Racine Literacy Council's Adult Tutoring Program provides student-centered instruction in basic literacy skills and English as a Second Language. The primary focus of the program is confidential and free tutoring by trained volunteer tutors.

As a non-profit organization, the Council promotes awareness of literacy issues and seeks support from the community to develop literacy programs.

## *Job Description: Volunteer Tutor*

### **Type of Work**

Volunteer Tutor

### **Purpose**

To help an adult eighteen years of age or older:

- Improve his/her literacy skills.
- Learn the English language.
- Use newly learned skills to meet self-identified goals.

### **Training**

- Attend a 1.5 hour Information Meeting and a 17.5 hour Training Workshop.
- Participate in at least one in-service training session each year.

### **Qualifications**

- Be at least 16 years of age.
- Be able to speak and understand English well enough to communicate clearly.
- Read at a 12<sup>th</sup> grade level or above.
- Have no record of conviction for any crime of violence, or be recommended by Probation and Parole.
- Be dependable, prompt, interested in helping others, sensitive to different backgrounds and cultures, respectful of confidentiality, patient and optimistic.

### **Place of Work**

Tutoring takes place at the Racine Literacy Council or at an approved site in the community.

### **Hours**

The tutor and student should meet for two hours each week. In addition, the tutor will need to spend time preparing for each lesson.

### **Duration of Work**

We would like each tutor to volunteer for a minimum of one year. This allows tutor-student teams to build a trusting relationship and to see progress.

### **Fringe Benefits**

- Altered perception of the world.
- Increased understanding and appreciation of different values, cultures, and lifestyles.
- Increased skill in creative problem-solving.

## *Tutor Responsibilities*

Provide encouragement and support by:

- Helping the student develop confidence and a positive attitude toward learning by affirming his/her thinking and progress in each lesson.
- Helping the student become an independent learner.
- Showing respect for the student by listening to what he/she has to say and by actively involving him/her in decisions about the learning process.
- Modeling appropriate cultural behavior.
- Encouraging the student to respond to difficult materials by being supportive rather than critical of his/her mistakes.
- Giving immediate and appropriate feedback throughout each tutoring session.
- Seeking to understand the psychological, emotional, physical, and/or cultural conditions that may cause a student to have difficulty learning to read and/or speak.
- Using suggestions/methods recommended by an education coordinator.
- Participating in at least one in-service training session each year.
- Working with the student to set short and long term goals, being well prepared for each lesson, and planning lessons designed to help the student meet his/her self-identified goals.
- Keeping accurate records of the student's progress.
- Reporting tutoring and preparation hours, noteworthy progress, achievements, and any schedule changes to the coordinator in a timely manner.
- Participating in six month team meets with an education coordinator.
- Agreeing to meet at the RLC or an authorized tutoring site.
- Being able and agreeing to get to the designated tutoring site without assistance from the program or the student.
- Attending scheduled sessions regularly, arriving at sessions on time, and notifying the student or RLC in advance of absence or delay.
- Agreeing to purchase or to return borrowed materials in a timely manner.
- Notifying an education coordinator of:
  - Changes in your or your student's phone number, address or e-mail address
  - Changes in your or your student's involvement in the program
  - Suspensions of class for more than one month.
  - Concerns about curricular issues such as:
    - Core curriculum
    - Student progress
    - Lesson ideas or methodology
    - Supplementary materials.
  - Concerns or requests for reassignments.

*Workshop Cost*

Item	Cost
Tutor Resource Book	\$14.00
First Teacher's Manual (loan, value \$9.00)	0
Individual Membership in RLC	15.00
6 month Membership in ProLiteracy America	15.00
Handouts	4.50
Total Cost of Workshop	\$48.50
Underwritten by RLC	28.50
Cost to RLC Tutor	\$20.00

*Workshop Schedule*

(specific to your program)

## RLC Contact Details

**Address:** 734 Lake Avenue  
Racine, WI 53403

**Phone:** 262-632-9495  
262-632-9502 (FAX)

**E-mail:** Kay Gregor [kgregor@racineliteracy.com](mailto:kgregor@racineliteracy.com)  
Joyce Springmann [jspringmann@racineliteracy.com](mailto:jspringmann@racineliteracy.com)  
Diane Snell [dsnell@racineliteracy.com](mailto:dsnell@racineliteracy.com)

**Website:** [www.racineliteracy.com](http://www.racineliteracy.com)

**Office Hours:** Mon., Tues., Wed. 8:30am – 8:00pm  
Thurs. 8:30am – 7:00pm  
Fri. 8:30am – 12:30pm

**RLC Staff:**

<b>Kay Gregor</b> <i>Executive Director</i>	<b>Carol Hegmann</b> <i>Recruitment Coordinator</i>
<b>Diane Snell</b> <b>Joyce Springmann</b> <i>Education Coordinators</i>	<b>Richard Goetsch</b> <i>Workplace/Lighted Schoolhouse Program Coordinator</i>
<b>Gloria Stephenson</b> <i>Administrative Assistant</i>	<b>Richard Marciniak</b> <i>Even Start Coordinator</i>

## Racine Literacy Council

### INFORMATIONAL MEETING QUESTIONNAIRE

Date: \_\_\_\_\_

For each statement, please circle the number that best indicates what you have learned at this meeting.

1 = I already knew this      2 = I was somewhat familiar with this      3 = This was totally new.

1.   2.   3.	a) Racine has the 2 <sup>nd</sup> lowest rate of literacy in Wisconsin.
1.   2.   3.	b) Literacy is not just reading and writing. It includes locating and using information, performing math operations and using technology.
1.   2.   3.	c) Adults come to RLC to improve basic literacy skills and to learn the English language.
1.   2.   3.	d) Adult learners have unique educational needs, different from those of children.
1.   2.   3.	e) Over 50% of RLC adult learners are employed. More than 50% of RLC adult learners have at least a 9 <sup>th</sup> grade education.

As a result of this Informational Meeting, did you learn something new about literacy issues in the Racine community? \_\_\_\_\_

If yes, please explain what you learned.