



# **TUTOR HANDBOOK**

September 2006

*This handbook is dedicated to all of our hardworking volunteer tutors. We hope this will make your tutoring experience easier.*

*Special thanks to:*

- *Debra Lu and Maggie Perez, for their help in formatting this document.*
- *The Marjorie Christensen Foundation for providing funding which made this handbook possible.*

The Racine Literacy Council is an accredited affiliate of ProLiteracy America and is a partner provider with United Way of Racine County.



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## 1. Welcome

The Board of Directors, staff, and especially our students are delighted that you have chosen to become a volunteer tutor. We are confident that your experience at RLC will be a rewarding one. The staff is here to assist and support your work. Please feel free to ask questions at any time.

Since so much information is presented in training, we hope this book will be helpful as a concise review of the administrative aspects of our program. It contains current policies and procedures applicable to volunteers. We'll provide updates as they occur. We hope this book will be helpful to newer tutors and will provide more experienced tutors with information that may have changed since they began tutoring.

## 2. 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)  
Richard Goetsch [rgoetsch@racineliteracy.com](mailto:rgoetsch@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)

**Tutor Hours:** Monday through Thursday 8:30am – 8:00pm  
Friday 8:30am – 12:00pm

**RLC Staff:**

Kay Gregor <i>Executive Director</i>	Carol Hegmann <i>Recruitment Coordinator</i>
Diane Snell Joyce Springmann <i>Education Coordinators</i>	Richard Goetsch <i>West-of-the I and Workplace Coordinator</i>
Gloria Stephenson <i>Administrative Assistant</i>	Marsha Connet <i>Special Projects Coordinator</i>
Morey Manyoky Roberta Fabiani Debra Solomon <i>ESL Instructors</i>	

### 3. RLC Mission Statement

The Racine Literacy Council is a volunteer-based organization whose mission is to provide literacy programs in Racine County and to educate the community about the importance and impact of literacy.

### 4. 2006-2007 Board of Directors

Officers

Ed Kopp  
*President*

Edison Blake  
*Vice President*

Janice Pasaba  
*Secretary*

Mary Biesack  
*Treasurer*

Directors

Mary Lou Belisle  
Sarah Brusky  
Donna Carter  
Cathy Hager  
Michelle Kirchefski-Lamke  
J. J. McAuliffe  
Joe Morales  
Jim Rasmussen

Honorary Directors

Lucille Nielsen  
Shirle Potman

## 5. Tutor Role

### 5.1 Job Description

#### 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.

## 5.2 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.

### 5.3 Tutor Policy

- Maintain confidentiality. Any discussion pertaining to a student should be held in private only with RLC education coordinators or the executive director.
- Transportation of tutors by students or students by tutors is prohibited. (See attachment 1)
- Home tutoring is not permitted. (See attachment 1)
- Demonstrate behavior appropriate to working one-on-one with a student, which excludes such behavior as:
  - insensitivity or disrespect toward others
  - use of offensive language
  - harassment (any behavior perceived as offensive, after being asked to stop)
  - disruptively loud behavior
  - possession of a weapon or threatening behavior
  - disregard to personal hygiene
  - being under the influence of alcohol or illegal drugs

Students and tutors should report any concerns to the education coordinator.

- If your student has personal problems or needs a referral for other services, notify an education coordinator rather than becoming involved yourself.
- Notify your student or RLC at least one hour in advance if you need to cancel class.
- Do not bring children or other guests to tutoring sessions; students have been given the same instructions.
- RLC does not endorse any religion or political group. Therefore, proselytizing or endorsing a political candidate or issue is prohibited.

### 5.4 Tutor Dismissal Policy

A tutor may be dismissed for misrepresenting his/her qualifications and/or not completing training (section 5.1), not complying with stated responsibilities (section 5.2), or disregarding tutor policies (section 5.3).

- Complaints or grievances regarding a tutor should be presented in writing to the appropriate education coordinator.
- The coordinator will provide dated documentation of tutor infraction(s).
- The tutor will meet with both education coordinators to discuss infraction(s).
- A plan with a time frame will be developed by the education coordinators and tutor to remedy the situation.
- If the infraction(s) continue(s) after the designated date of compliance, the coordinators will ask the executive director to proceed with the dismissal of the tutor.

## 5.5 Tutor Agreement

I agree to abide by the tutor policies and job qualifications of the Racine Literacy Council and to fulfill my volunteer tutor responsibilities to the best of my ability. If, for any reason, I find I am unable to fulfill my responsibilities, I will notify an education coordinator of the Racine Literacy Council.

I have read, and I understand, the tutor qualifications (section 5.1), the tutor responsibilities (section 5.2), and tutor policies (section 5.3), and I agree to comply with them. In addition, I understand that I am entering into an at-will relationship that can be terminated by the Racine Literacy Council (section 5.4).

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name (print) \_\_\_\_\_

Two copies of this agreement will be signed by each tutor. One copy is for the tutor and the other will be kept in his/her RLC file.

## 6. Program Policy

### 6.1 Calendar

Traditionally, RLC is closed for Good Friday, Memorial Day, July 4, Labor Day, and Thanksgiving Day and the following Friday. RLC is also closed the week of Christmas and the first week of January.

### 6.2 Closing Due to Weather

In consideration of the safety of RLC students, tutors, and staff, the executive director may decide to close the Racine Literacy Council in the event of inclement weather. If RLC will not be open at 8:30 a.m., we will make that determination by 7:30 a.m. For evenings, that determination will be made by 3:00 p.m. WRJN (1400 AM) radio will be contacted one hour prior to closings. If you have questions as to whether RLC will be open, please call the office. You may, of course, decide not to meet your student. In that case, please contact your student or RLC.

### 6.2 Non-Discrimination Policy

RLC does not discriminate on the basis of race, creed, color, national origin, ancestry, ethnicity, religion, gender, age, physical appearance, sexual orientation, familial status, or disability.

### 6.3 Text Book Policy

#### **Tutors:**

As part of the training, each tutor will receive either Teaching Adults: An ESL Resource Book or Teaching Adults: A Literacy Resource Book.

Tutors will be lent teacher's manuals for their student's core texts. When students complete texts or leave the program, tutors must return their teacher's manuals unless they wish to purchase them. They will receive the next manual in exchange for the manual returned.

#### **Students:**

Tutoring is free. Students pay only for their textbooks. They may pay for books all at once or in installments. If students indicate that it would be a hardship for them to pay for their books, they may request a scholarship from an education coordinator.

## 6.4 Photocopying Policy

### Photocopying of Instructional Materials

Please remember that the materials used at the Racine Literacy Council are copyrighted and should not be photocopied except as noted below:

- **Permissible use according to Fair Use Guidelines includes photocopies of the following:**
  1. one chapter of a book
  2. one article from a periodical or newspaper
  3. one short story, short essay, or short poem whether or not from a collective work
  4. one chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper
  
- **Generally does NOT constitute Fair Use, i.e. Permission needed:**
  1. More than one chapter or article from a book or more than one selection from a collection of essays or poems
  2. "Consumable" works, such as standardized tests, exercises, or workbooks
  3. Anthologies created by photocopying copyrighted materials

## 7. Procedures

### 7.1 Tutor-Student Guidelines

- Complete a tutor training workshop.
- An education coordinator will assign you a student, and set up your first meet (see attachments 2 and 3). Students and tutors will meet only in a location approved by RLC.
- Tell an education coordinator how your first meet went.
- Call your student or RLC in advance if you cannot attend a class. Students have been instructed to do the same. Exchange phone numbers with your student as soon as you feel comfortable doing so.
- Inform an education coordinator if there will be any breaks in tutoring of more than one month.
- Encourage your student to attend appropriate classes at Gateway Technical College.
- Encourage your student to participate in student centered activities at RLC.
- Fill out the tutor log and tutor calendar (see attachment 4) each time you tutor. Put the calendar in the coordinator's mailbox at the end of every month. If you meet off-site, mail your calendar or e-mail the information to an education coordinator. This is important for several reasons:
  - It supplies information on the progress of your student.
  - It gives important information necessary for reports needed to obtain and maintain funding.

### 7.2 Team Meet

Six months after your first meet with your student, the education coordinator will schedule a team meet.

At the team meet, the education coordinator will meet with you and your student to discuss your student's progress (see attachment 5). Prior to the team meet, ask your student to review his/her goals and to select new ones for the next six months. Provide a writing sample for the student's file. This can be from a previous assignment or written especially for this purpose. We will also talk about the books you are using or have completed.

We may also administer a post test to track improvement. When the test is graded, we will let you know how your student did. We cannot review the test with your student because all the tests are standardized.

## 8. Resources at RLC

### 8.1 Tutoring Rooms

Each tutoring room should contain the following items:

- White dry erase board, markers, and an eraser
- Clock
- Mirror
- English dictionary
- Spanish-English dictionary
- 1001 Most Useful English Words for Spanish-Speaking People
- Telephone Book
- Globe/wall map
- Tape recorder with counter
- Resource Box
- TV-VCR
- Computer with CD drive
- Calendar

Do **not** remove these items from the classroom. If you notice that your classroom is lacking any of the above, please notify a staff member.

### 8.2 Racine Literacy Council Computers

Each classroom is furnished with a computer and there are three computers in the Computer Lab. We recommend that, whenever possible, student-tutor teams use the computers in their classrooms. During busy periods, students who are working alone should use the computers in the Computer Lab. Explain the following procedures to your student if she/he will be working alone.

#### **Procedures:**

- Log in on the sign-in sheet at each computer (name/date/amount of time spent/ with or without tutor).
- CD-ROM disks are stored in the cabinet in the coordinator's office.
- Do not leave CD-ROM discs lying by the computer when you finish tutoring. Return them to the coordinator's office.
- Accompanying books are in the coordinator's cabinet  
OR  
books for New Oxford Picture Dictionary and Rosetta Stone are in the library.
- Only **Computer 2** in the Computer Lab can be connected to the internet. This can be used for research or teaching, not for email. Please contact a staff member to hook up the connection. Students may use the internet only with their tutor. Please remind students that if they have a Racine Public

Library Card, they may access the internet there. Anyone can get a free e-mail account at Hotmail or Yahoo.com.

- If you have any questions about using the computers or software, please contact an education coordinator.
- If you notice that any of the disks are damaged, please notify an education coordinator.
- Computers are to be used for approved educational software. Do not install any other software.
- If you need to save documents from Excel or Word, please use a disk. Nothing should be saved on the hard drives. Documents may be printed from Computer 4 in the Computer lab. Disks are available from the education coordinators.
- Do **not** change screen or system settings on any computer.

### **Computer Software**

#### ***ESL***

- Rosetta Stone 1, 2, 3 (Student Study Guide, English Workbook, Handbook for Teachers, Answer Key)
- Oxford Picture Dictionary (has books, Teachers' Guide, Beginner's Workbook, Intermediate Workbook)

#### ***Pronunciation***

- ABC Pronunciary

#### ***Reading***

- OMTI Reading – Multisensory Reading, Spelling, and Penmanship Program
- Language Tune-Up Kit – Multisensory Reading Program
- Core Reading and Vocabulary Development Program
- Laubach Way to Reading Software
  - Skill Book 1
  - Skill Book 2
  - Skill Book 3
  - Skill Book 4

#### ***Writing***

- Inspiration (available on the computer in the Stuckeman Room)

#### ***Computer/Keyboarding Skills***

- Teknimedia Computer Literacy Series (with documentation)
  - PC 100 – Basic Skills
  - PC 101 – Computer Basics
  - PC 110 – Files and Folders
  - PC 120 – The Internet - Netscape
  - PC 125 – The Internet – Outlook Express & Internet Explorer

- PC 140 – Basic Word Processing
- Mavis Beacon Teaches Typing
- KAZ Typing Tutor (Touch Typing Teacher)

**Job Skills**

- Getting A Job/Keeping Your Job

**Pre-GED and GED Preparation**

- Aztec Learning System (available only on **Computer 4** in the Computer Lab)

**Reference**

- Microsoft Encarta Reference Suite 2001
- Microsoft Bookshelf 2000

**Also Available**

- Games
- Microsoft Word
- Microsoft Publisher
- Microsoft Excel
- Color Printer (**Computer 4** in Computer Lab)

### 8.3 Dr. Elizabeth Steffen Memorial Library

The Library, located in the “walk-through” area of the RLC, contains books, audio tapes, and other resource materials. Many of these materials may be checked out by tutors and students. Books labeled “**Classroom Copy**” may be used **in center only**. To check out a book, remove the card from the pocket, date and sign it, and place it in the file card box. Place returned books in the return crate. Do not re-shelve them. Books may be checked out for as long as you are using them with your current student. As soon as you know that your student is leaving, please remind him/her to return all the library books he/she has checked out. All library books must be returned each December for inventory. If you would like to renew the books, please put a note on them.

All audio and video tapes are **Classroom Copies** and should be returned to the appropriate location when you are finished with them.

Materials are classified and shelved in the Library by TYPE. Each type has a corresponding COLOR label.

**Professional Materials:** Brown

Tutor resource materials (not for use by students)

**Reference:** Red

Dictionaries, Atlases, Thesauruses, etc.

**Core Text:** Blue

Laubach Way to Reading, Laubach Way to English, Challenger, Voyager,

English No Problem!, Crossroads Café, Connect with English,  
NorthStar – Listening and Speaking

**Reading for Enjoyment:** White with level number in Black

**Life Skills:** Yellow

Driver's License, Work Skills, Health and Wellness, Social Science  
(including citizenship), Religion, Family Literacy, Idioms, GED, Math

**Language Skills:** Orange

Grammar, Communication, Pronunciation, Cursive Writing, Phonics,  
Spelling, Reading Skills, Vocabulary, Writing Skills

**Enrichment Materials:** Green

Includes computer programs and other special materials

**Games & Manipulatives:** Purple

Located in the Resource Center/Computer Lab

## 8.4 Other Tutor Resources

The Tutor Resource Drawer and Picture Files for your use are located in the library. They contain a variety of activities and materials for enrichment and review. Please do not use the original. If you take the last copy, give the original to a coordinator so more copies can be made.

Crossroads Café videos are in the cabinet in the coordinator's office. English No Problem! Reproducible Masters, Vocabulary Card masters, and audio tapes/CDs are in the library.

There are additional materials in the resource room/computer lab. These include:

- games and manipulatives
- Crossroads Café Photo Stories and Teacher Resource Materials
- Citizenship materials

## Attachments

### A 1. Home Tutoring/Transportation

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734 Lake Avenue  
Racine, Wisconsin 53403  
(262) 632-9495

#### **Home Tutoring Policy**

It is the policy of the Racine Literacy Council, Inc. (RLC) to prohibit tutoring at sites other than those approved by the Racine Literacy Council. This prohibition includes home tutoring.

To accommodate both student and tutor, the RLC facility is open several weekday evenings to allow tutoring during non-business hours, as well as during weekdays. RLC has also made arrangements with churches and other public institutions for tutoring time and space at their facilities. A list of currently approved alternate tutoring sites is available at the RLC office.

#### **Transportation Policy**

Transportation of a student by a tutor in a vehicle or the transportation of a tutor by a student in a vehicle for any activity directly or indirectly related to the RLC is also prohibited by the Racine Literacy Council for reasons of liability.

Tutors and students who do not follow this policy regarding tutoring sites/transportation will be terminated. Your signing and dating of this agreement will be your acknowledgement that you have read, understood and agreed to the above policy.

Thank you.

Name: \_\_\_\_\_

RACINE LITERACY COUNCIL, INC.

Signature: \_\_\_\_\_

By: \_\_\_\_\_

Kay Gregor  
Executive Director

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

## A 2. Calendar

Tutor Name: \_\_\_\_\_ Month: \_\_\_\_\_ Year: \_\_\_\_\_  
 Student Name: \_\_\_\_\_ Total Tutoring Hours: \_\_\_\_\_  
 Total Preparation Hours: \_\_\_\_\_

- Please:
1. Put the date in each small box as it corresponds to the days of the current month.
  2. Put the book and lesson number in the large box along with any comments.
  3. If lesson is cancelled, indicate the reason or mark as unexcused

Monday	Tuesday	Wednesday	Thursday	Friday
<div style="display: flex; justify-content: space-between;"><span style="font-size: small;">Date</span><span style="font-size: small;">Book/Lesson</span></div>	<div style="display: flex; justify-content: space-between;"><span style="font-size: small;">Date</span><span style="font-size: small;">Book/Lesson</span></div>	<div style="display: flex; justify-content: space-between;"><span style="font-size: small;">Date</span><span style="font-size: small;">Book/Lesson</span></div>	<div style="display: flex; justify-content: space-between;"><span style="font-size: small;">Date</span><span style="font-size: small;">Book/Lesson</span></div>	<div style="display: flex; justify-content: space-between;"><span style="font-size: small;">Date</span><span style="font-size: small;">Book/Lesson</span></div>
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Goal(s) Established: \_\_\_\_\_  
 \_\_\_\_\_

I have noticed progress in: \_\_\_\_\_  
 \_\_\_\_\_

Comments on student sessions: \_\_\_\_\_  
 \_\_\_\_\_

**Goals Completed**

\_\_\_\_\_ Completed a Curriculum Textbook (title) \_\_\_\_\_

\_\_\_\_\_ Achieved Goal (please list) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### A 3. 1<sup>st</sup> Day of Tutoring

#### 1<sup>ST</sup> DAY OF TUTORING

<b>Preparation:</b>	Meet with coordinator to review student folder and suggested texts. Plan first lesson
<b>First Day:</b>	Coordinator will introduce you to your student and give you your student's folder and other materials as necessary.
<b>Follow Up:</b>	<ul style="list-style-type: none"> <li>• Fill in time in log</li> <li>• Fill in the monthly calendar (see Attachment 2). Calendars are located on the side of the filing cabinet where the student folders are kept.</li> <li>• Return student's folder to the filing cabinet.</li> <li>• If you are meeting out-of-center, please call in your hours at the end of each month to <b>262-632-9495</b>, mail or drop off your calendar, or email to <a href="mailto:dsnell@racineliteracy.com">dsnell@racineliteracy.com</a> or <a href="mailto:jspringmann@racineliteracy.com">jspringmann@racineliteracy.com</a></li> </ul>

#### Possible format for first meet with student

1. Pick up student folder.
2. Meet student.
3. **Relax and have fun!**
4. Introduce yourself. Give your student your training name tag or a card with your name on it. For ESL, it may be helpful to bring photographs that say something about you. For example, you may wish to bring in a picture of your family, pet, house, or things you like to do.
5. Try to draw out student. Even beginning ESL students can say something. Be encouraging.
6. Explain the RLC program and show the student the books you will use.  
Remind your student that the only charge to him/her is the cost of books. Students may pay for their books all at once or in installments. If they feel that the cost of the book is too much, they may request a scholarship from the coordinator.
7. Discuss goals and list on goal sheet. Try asking students what specific things they want to do that they cannot do now. For basic students, begin the New Student Orientation Packet.
8. Ask your student if s/he has a library card. If not, plan to take your student to the library during the first few weeks.
9. Discuss meeting time and place and confirm next meeting time. (Use monthly calendar available behind the log book)
10. Any tutor with a native Spanish speaker must encourage his/her student to speak English when s/he calls the Literacy Council. You might try the following simple dialog for beginners or write one of your own.
 

RLC: Good morning (Good afternoon). Racine Literacy Council.  
 Student: Hello. My name is \_\_\_\_\_. I can't come to class today at \_\_\_\_\_. My tutor is \_\_\_\_\_.  
 RLC: Thank you.

or

RLC: Good morning (Good afternoon). Racine Literacy Council.  
 Student: Hello. My name is \_\_\_\_\_. Is Diane there?  
 RLC: Yes, she is. Just a moment, please. (No, she isn't.) Can I help you?
11. Begin the WESSK Assessment, BASIC 5 or Core text as recommended.
12. Teach student something new, especially something based on his/her goals. If you have a more advanced student, do some review.
13. Let your student know that you are looking forward to the next lesson.

If, after your first meet, you feel the wrong text was selected, let your coordinator know and you can work together to find a more appropriate text and supplementary materials.

Check your student's folder every time you tutor so you can update the monthly calendar/goal sheet and pick up any notes or other things we might leave for you in the folder.

Let your coordinator know, in person, via e-mail, by phone, or leave a note in her box, whenever you have questions, concerns or successes!

## A 4a. Renewable Contract (English)

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**RENEWABLE CONTRACT STATEMENT  
RACINE LITERACY COUNCIL  
STUDENTS AND TUTORS IN RLC'S TUTORING PROGRAMS**

### TUTOR

I, \_\_\_\_\_, with the aid of the RLC staff, make a commitment to  
\_\_\_\_\_, my student in the tutoring program:

1. To schedule the agreed upon number of tutoring sessions per week except when RLC is closed or by mutual agreement with my student.
2. To study the manual and practice the strategies of the program and texts.
3. To maintain contact with the education coordinators and other tutors for continuing training.
4. To direct my student and provide evaluations before, during and after tutoring so my student and I can see progress and together decide what skills still need work.
5. To work with my student in every way possible to help him/her benefit from the tutoring.
6. To call my student or RLC with a minimum of an hour advance notice in case an emergency arises and I cannot attend a session.
7. To be on time.

\_\_\_\_\_  
NAME OF TUTOR

\_\_\_\_\_  
DATE

### STUDENT

I, \_\_\_\_\_, make a commitment to my tutor, \_\_\_\_\_:

1. To attend the required number of sessions per week except on legal holidays, or by mutual agreement with the tutor.
2. To be on time.
3. To practice my newly learned skills.
4. To keep track of my tutor's name.
5. To call my tutor and/or RLC with a minimum of an hour advance notice in case an emergency arises and I cannot attend a session. I understand that if I miss 3 classes without notifying my tutor or RLC, or if I do not attend regularly, I will be dismissed from the program.
6. To take part in evaluations so that I can see my progress and, together with my tutor, decide what skills still need work.
7. To buy my book or ask for a book scholarship from an education coordinator.

\_\_\_\_\_  
NAME OF STUDENT

\_\_\_\_\_  
DATE

This commitment is to be renewed every 6 months during an evaluation of progress.

## A 4b. Renewable Contract (Spanish)

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**CONTATO RENOVABLE ENTRE  
RACINE LITERACY COUNCIL  
ESTUDIANTES Y MAESTROS EN LOS PROGRAMAS DE “TUTORING”**

### **TUTOR**

Yo, \_\_\_\_\_, con la ayuda de los funcionarios del Racine Literacy Council, le comprometo a UD. \_\_\_\_\_:

1. Reunirme con UD según el horario que escogimos excepto los días cuando está cerrado el RLC o de mutua acuerdo.
2. Estudiar el manual de recursos y practicar las estrategias del programa y libros.
3. Comunicarme con las coordinadoras educativas y otros tutores para formación profesional.
4. Ayudar a UD y evaluar su trabajo para que podamos decidir que habilidades todavía necesite ayuda.
5. Ayudar a UD recibir todo beneficio de la enseñanza.
6. Llamar a UD o al RLC con una hora (por lo menos) de anticipación en caso de una emergencia que no me permite asistir a clase.
7. Llegar a tiempo.

\_\_\_\_\_  
FIRMA DEL TUTOR

\_\_\_\_\_  
FECHA

### **STUDENT**

Yo, \_\_\_\_\_, le comprometo a UD., \_\_\_\_\_:

1. Reunirme con UD según el horario que escogimos.
2. Llegar a tiempo.
3. Practicar mis nuevas habilidades.
4. Aprender su nombre.
5. Llamar a UD o al RLC con por lo menos una hora de anticipación en caso de una emergencia y no puede asistir una clase. Entiendo que si faltó tres veces sin avisarle o si no asisto con regularidad, me puede expulsar del programa.
6. Participar en mis evaluaciones para que pueda ver mi progreso y, junto a mi maestro y la coordinadora, progreso y decidir que habilidades todavía necesita ayuda.
7. Comprar mi libro o pedir una beca para el libro de las coordinadoras.

\_\_\_\_\_  
FIRMA DEL ESTUDIANTE

\_\_\_\_\_  
FECHA

Se renueva este contrato cada 6 meses durante una evaluación de progreso.

## A 5. Team Meet Form

Months \_\_\_\_\_

TABE \_\_\_\_\_

BEST \_\_\_\_\_

**CONFIDENTIAL**

Self-Evaluation \_\_\_\_\_

### RACINE LITERACY COUNCIL LEARNER SEMI-ANNUAL REVIEW

For office use. Please use blue or black ink.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
mm dd yyyy

Learner Name: \_\_\_\_\_ Tutor: \_\_\_\_\_

Program: (circle one) BASIC/MATH/ESL Current instruction: ONE-TO-ONE/LD/SMALL GROUP

\*\*\*\*\*

(Check, then list actual – see expanded list)

Books(s) Completed:  
(past 6 months)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals Achieved:**

Family/Self  
 Family/Self  
 Consumer Skill  
 Wellness/Healthy Lifestyle  
 Worker  
 Attain employability Skills  
 Improve Employment  
 Citizen  
 Community  
 Citizenship

**New Goals Set:**

Family/Self  
 Family/Self  
 Consumer Skills  
 Wellness/Healthy Lifestyle  
 Worker  
 Attain Employability Skills  
 Improve Employment  
 Citizen  
 Community  
 Citizenship

Current Book/Level:

\_\_\_\_\_  
\_\_\_\_\_

Changes in Learner Information:

Address: \_\_\_\_\_

City: \_\_\_\_\_ St.: \_\_\_\_\_ Zip: \_\_\_\_\_

Immigration: \_\_\_\_\_

Phone (H): ( ) \_\_\_\_\_ - \_\_\_\_\_ OK to call? Y/N

Phone (W): ( ) \_\_\_\_\_ - \_\_\_\_\_ (ext. ) OK to call? Y/N

Marital Status: (circle one) M/S/D/W

No. of Children under age 18: \_\_\_\_\_

Employment Status:

DIS Disabled, Unable to Work  
 FT Full Time  
 NOT Not in Labor Market  
 NA Not Available  
 UN Unemployed  
 PT Part Time  
 RET Retired  
 SEEK Currently Seeking Work

Occupation:

PROF Professional  
 MANA Managerial  
 CLER Clerical  
 TECH Technical/Factory  
 SERV Service  
 NA Not Available  
 AGRI Agricultural  
 HOME Homemaker  
 SALE Sales  
 INMA Inmate  
 OTHE Other

Salary: \_\_\_\_\_

Participation in Learner-Program Activities

Recruitment  Media  
 Speaking  Newsletter  
 Support Group  Talk to New Learners  
 Other

Attendance:

\_\_\_\_\_ ½ of the time  
 \_\_\_\_\_ ¾ of the time  
 \_\_\_\_\_ Most of the time

- 1.) Have you been working on the computer? S- Y N T- Y N
- 2.) Do you receive The Link?
- 3.) Do you attend Gateway?

(Continued from front)

What overall progress has the learner made?

Fluency in Reading, Writing, Speaking, Understanding

Follows direction easier

Other: \_\_\_\_\_

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Changes in Self-esteem noted?

Takes on challenging projects

Attempts things not willingly tried before

More willing to read aloud and share

More eye contact

Other: \_\_\_\_\_

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On a scale of 1 – 5 (explain), How do you feel about your reading and progress?

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What other materials are being used?

Books \_\_\_\_\_

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Reading Series

Real Life Materials (newspapers, forms, handbooks, menus, etc.)

Other: \_\_\_\_\_

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What writing has been done?

Journal

Essays

Stories

Notes

Other: \_\_\_\_\_

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How could student's program be altered to improve progress?

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