



**READ NB**  
Improving lives through literacy

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# TUTOR COORDINATOR HANDBOOK

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## MODULE 3 - PROGRAM DELIVERY



# TUTOR INTAKE PROCESS

## Creating a Safe Learning Environment

If your council does not have a space where tutors and learners can meet, your council should have a list of suitable meeting places within your community that will provide a safe learning environment for your tutors and learners. Meeting in a private home is to be strongly discouraged. Tutor/learner sessions should take place in a public place that ensures the safety of both parties, addresses any personal liability issue, limits distractions, and allows for a private and a comfortable learning setting.

The qualities of a good training/learning environment are (if possible):

**Accessibility:** in a central community location with easy entry and wheelchair-access is important. Access to a washroom, a fire extinguisher, and exit points in case of a fire is essential. Parking availability, transit proximity, and stairway alternatives are other considerations in choosing a good site.

**Space:** enough for personal comfort (est. 27-30 sq. ft. per learner and/or tutor), allowing visibility of all teaching aids for all participants. Room size can't be cramped!

**Cleanliness and Comfort:** the facility should preferably have regular janitorial service. Seating should be comfortable for adult learners (e.g., tables and cushion-seated chairs with backs) Room layout/furniture arrangement that can allow for enhanced group discussion opportunities in training workshops.

**Phone Access:** Telephone services (even a cellular phone) should be available in case of an emergency, especially in an isolated area.

**Affordability:** Preference is given for a rent-free site, or if unavailable, at a reasonable cost that is pre-approved before booking (Consider if it meets Fire Marshall Regulations, health/safety codes and insurance regulations).

**Refreshments:** For every 2 hours of learning, learners should be offered a 10–15-minute break.

**Health and safety considerations:** Sites should have a first aid kit, WHMIS labels on hazardous materials, a fire escape plan, & access to an extinguisher. Travel provisions for any health emergency should be known. Some common meeting places that you may want to consider include: schools, churches, libraries, community halls, computer access centres, or workplace settings.

**Once the tutor and learner start to meet for learning sessions, the Tutor-Coordinator should follow-up regularly, to ensure that the partnership is working well for both.**

## READ NB RESOURCES

Getting to know the resources in your library is a necessary component of the Tutor-Coordinator role. Which series is most appropriate for a learner depends on goals, needs, learning style, strengths, weaknesses, and learner comfort. Having a system for lending & returning books is key to operating your tutoring services.

Ensure that your tutors are given sufficient time to review all the resources you have available at your council's disposal. A full list and overview of resources can be found on the Council Portal. Have a list prepared of any resources you keep in your own council's library.

## CORE RESOURCE-ORDERING GUIDELINES\*

1. READ NB sends a CORE Resource Order Form out to all councils twice a year – in September and January. The list also includes a number of 'nice to have' resources which may be ordered if the budget allows.
2. Fill in the Order form promptly and be aware of the order deadline.
3. Take note of the shipping address – if you have an office space but you do not have someone there regularly to receive deliveries, consider asking for the books to be sent to a home address, otherwise all books will be shipped directly to your council's designated shipping address.

## Taking care of the resources

The books we provide are an investment in our learners. Please take good care of the resources on hand. Outdated books with covers falling off or pages coming out, having too many markings & erasures, or looking "ratty and torn" can distract learners and send a wrong message. Please replace these whenever warranted.

Some resources may have multiple 'editions'. Please ensure that books from the same edition are paired together, otherwise you may cause frustration to your tutor and learner when the lessons/page numbers do not match up. If you do not have a full complement of an old edition (i.e. a teacher manual, workbook, student book all from the same edition) discard the old editions.

Please note that all accompanying teacher manuals need to be used by tutors on a return-to-shelf basis.

Wherever possible, encourage learners to write separately in notebooks rather than in the accompanying workbook, or photocopy the lesson from the workbook and have the learner fill in the photocopied pages. However, do not stress if the learner does write in a workbook. The workbook is the least expensive part of the set of books and additional workbooks can be ordered.

**Additional suggestion:** READ NB is committed to ensuring that each council can provide a learner with a 'KIT' when they start. The council will be provided with tote bags, notebooks and pens or pencils, that you can give to your new learners.

\* If additional resources are needed between the set January and September book order cycle, (particularly if you receive a sudden influx of new learners all at once!) please do reach out to either the Coordinator, Provincial Volunteers, or the Executive Director and these requests will be accommodated depending on budget and availability. We keep a small amount of stock on hand, or another council may have overstock that could be shared.

## Adult Education Placement

Each program emphasizes different things. Which series is most appropriate for a learner will depend on what the tutor and the learner are comfortable with, the learner's goals and particular needs, learning style, strengths, and weaknesses.

Familiarize yourself with each Learning Program. It is important that you know how to advise a tutor who is requesting information regarding a particular series they are using, or if they are looking for help in transitioning their learner to a new program.

The next few pages offer an overview of the resources and some tips on what each series/level is good for.

### Recommended Programs and Strategies based on Reading Level:

#### READING LEVEL 0-1

- Laubach Way to Reading 1
- Focus on Phonics 1
- Challenger 1
- Journey to Success 1
- Practice with CVC Words
- Sight Words
- Word Families
- Flash Cards
- Conversation starters

#### READING LEVEL 2-3

- Laubach Way to Reading 2 or 3
- Focus on Phonics 2 or 3
- Challenger 2 or 3
- Journey to Success 2 & 3
- Practice with cursive writing
- Scrabble letters
- Flash Cards
- Breakthrough to Math books

#### READING LEVEL 4-5

- Laubach Way to Reading 4
- Focus on Phonics
- Challenger 4 or 5
- Challenger Writing
- Journey to Success 4 & 5
- Breakthrough to Math books
- Dictionaries

#### READING LEVEL 6-8

- Challenger 6, 7 or 8
- Challenger Writing
- Journey to Success 6
- Essay Writing

## ADULT EDUCATION PLACEMENT

### Reading, Writing, Language

READING LEVEL			NEW READERS PRESS - RESOURCES						
FRY	CCRS Level	TABE 11/12	CASAS Level	Learning Upgrade (LU)	Laubach Way to Reading	Journey to Success	Challenger	Scoreboost	Other
0-1	A	L 300-371	A 180 below	English K	Book 1	Intro/1	1		
0-1	A	L 372-441	A 181-200	English 1	Book 1	Intro/1	1		
2	B	L 442-500	B 201-210	English 2	Book 2	2/3	2/3	Level E	
2-3	B	E 501-535	B 211-220	English 3	Book 3	2/3	2/3	Level E	
3-5	C	M 536-575	C 221-235	English 4	Book 4	4/5	4/5	Level M	
3-5	D	D 576-616	D 236-245	English 5	Book 4	6	6/7/8	Level D	Workwise: Writing at Work Pre-HSE Core Skills in Reading & Writing

#### NOTE:

The LU Reading Upgrade course provides rapid intervention for students struggling to read proficiency. This includes students with reading difficulties including dyslexia, English learners, and older students who need to learn reading fundamentals.

The LU Comprehension Upgrade course helps student to master the understanding of complex passages including literature, social studies, and science texts. Students learn key concepts like main idea and point of view through videos, examples, and practice questions.

CATEGORY	LWR	CHALLENGER
<b>Instructional Emphasis</b>	Heavy emphasis on: skill development, phonics and structural analysis. Direct Skills instruction.  <b>4 major strands:</b> <ul style="list-style-type: none"> <li>·Phonics</li> <li>·Word recognition</li> <li>·Comprehension</li> <li>· Writing and Spelling</li> </ul>	Heavy emphasis on: skill development, comprehension & vocabulary. Indirect skills instruction <b>7 major strands:</b> <ol style="list-style-type: none"> <li>1.Phonics</li> <li>2.Word analysis</li> <li>3.Vocabulary</li> <li>4.Comprehension</li> <li>5.Literary understanding</li> <li>6.writing &amp; study skills</li> </ol>
<b>Books/Levels</b>	4 books (0-4 reading level)	8 books (1-8 reading level) 1-4 Learning to read 5-8 Reading to learn
<b>Amount of New Vocabulary</b>	1,600 words in series Lots of repetition	1,500 words in Challenger 1
<b>Placement</b>	LWR Diagnostic Inventory	Challenger Placement Tool with Word Lists and Reading Selections
<b>Assessment</b>	Check-ups in each lesson and at the end of each book.	Unit and end-of-book reviews
<b>Reading Selections</b>	Stories with adult themes written to introduce sounds & words. Informational readings.	Light-hearted stories. Short informational readings. Classical literature adaptations.
<b>Audience</b>	Learners who like: new information in small chunks, lots of reinforcement, consistency & teacher direction.	For learners who like: variety, fill in the blank exercises, like to be involved with what they & to work independently.
<b>Tutors</b>	For tutors who may be new to teaching and like structure and support. Teacher Guides available with full Lesson notes.	For tutors who like structure and support, and who want to be creative. Teacher Guides available with full Lesson notes.

## Transitioning from LWR - Challenger Reading Series

If you want to move a student to Challenger, the table below gives some guidance:

Once the learner has completed:	Start the learner in Challenger	Reading Level
LWR Skill Book 2	Challenger 1	2
LWR Skill Book 3	Challenger 2	2 - 3
LWR Skill Book 4	Challenger 3	3 - 4.5

### Supplementary Learning Resources

The Tutor-Coordinator may be responsible for acquiring additional learning resources that are adult-relevant, literacy level appropriate, and in a wide range of formats that address various learning styles (e.g., books, e-books, audiobooks, puzzle books, games, charts, and manipulatives for math or vocabulary). These can be used to supplement the Core Resources available from READ NB and be purchased through their own Council's external funding.

Whenever possible, encourage tutors to access their local public library for additional resources. Most are more than happy to provide a tour of the library and advise what services they offer.

Many of the larger libraries can help with the following:

- Audiobooks on CD
- Large print books
- Braille and print/Braille
- E-text, E-audio, E-braille
- Adaptive Computer Workstations

You can also gain access to CELA - the Centre for Equitable Library Access

- A Public library service for Canadians with print disabilities: [Accessible Services](#)

## LEARNING DISABILITIES

If you or a tutor suspects a learner has a Learning Disability, information and tutoring resources are available on the Council Portal. LLNB is not qualified to make a professional diagnosis, however, there is a questionnaire available which can be used to identify the most common Learning Disabilities (LDs). If the tutor is uncomfortable asking their learner to answer the questions on the form, it can be done in the council office with the help of the Tutor Coordinator.

Available on the Council Portal:

- Learning Disabilities Questionnaire
- Literacy and Learning Disabilities
- Learning Disabilities and Employment
- Learning Disabilities: Definitions and Teaching Strategies

If you have any further queries not covered in the above documents, please contact the Volunteer Coordinator or the Executive Director. We are able to draw on the resources and assistance from LDANB – the Learning Disabilities Association of New Brunswick.

## THE NEW CAEC - Canadian Adult Education Credential

Compared to the previous equivalency test, the US-based General Educational Development test (GED®), the CAEC introduces three major changes:

- 1. Digital changes** which include a new online testing platform, test questions and sources to read and interpret.
- 2. Content changes** in reading, writing, science and social studies.
- 3. Test question complexity changes** that uses a cognitive complexity framework that emphasizes the application of conceptual knowledge and skills rather than the recall and reproduction of facts.

### Preparing Learners for the CAEC – A Guide to help Adult Educators and Learners

Alpha Plus have analyzed the new CAEC and have created a [comprehensive report](#). This is a comprehensive guide that primarily uses the CAEC sample tests so they can clearly describe the test from the test-taker's perspective

- What will candidates see, do and experience when taking the test (i.e. digital interface, navigation, icons and symbols, stressors and challenges)?
- What sources will they have to read, view, interpret and understand?
- What types of knowledge do they need to answer the test questions (e.g., conceptual, factual, techniques and processes, reading comprehension, close reading, online composition, reasoning, etc.)?
- How are the test questions designed to demonstrate their knowledge (e.g., recall, match, analyze, consider, apply, evaluate, argue, etc.)?
- How will they show their knowledge on the screen (e.g., direct entry, multiple choice, select one item, order, drag and drop, click, etc.)?

## Eligibility

The CAEC is geared at those wishing a high school equivalency. It can also be used to validate an existing high school diploma, or to validate skills for employment or post-secondary education.

- Must be 18+ years of age (those who are 17 years of age may be considered in the case of home-schooled individuals only).
- Must be a New Brunswick resident.

Language level is not a requirement to take the CAEC tests, but candidates should keep in mind that the CAEC tests are leveled at CLB/NCLC 4-7.

## Description

The Canadian Adult Education Credential is comprised of 5 tests in Math, Reading, Writing, Social Studies, and Science). Those who successfully complete the tests will be awarded with a New Brunswick High School Equivalency Diploma. The tests may be taken on computer in various centres around New Brunswick. To take practice tests, which are available now, visit [www.caec-ccca.ca](http://www.caec-ccca.ca).

## Prior Learning Assessment & Recognition (PLAR)

The 2002-series of Canadian GED tests can be used towards CAEC, so applicants can avoid having to write a test that they have already completed under the GED. Certain high school courses can also be used to be exempted from subject tests.

## Testing Supports

Accommodations, Universal Supports, and Special Arrangements are available to assist test-takers with their success on the tests.

## SKILLS FOR SUCCESS

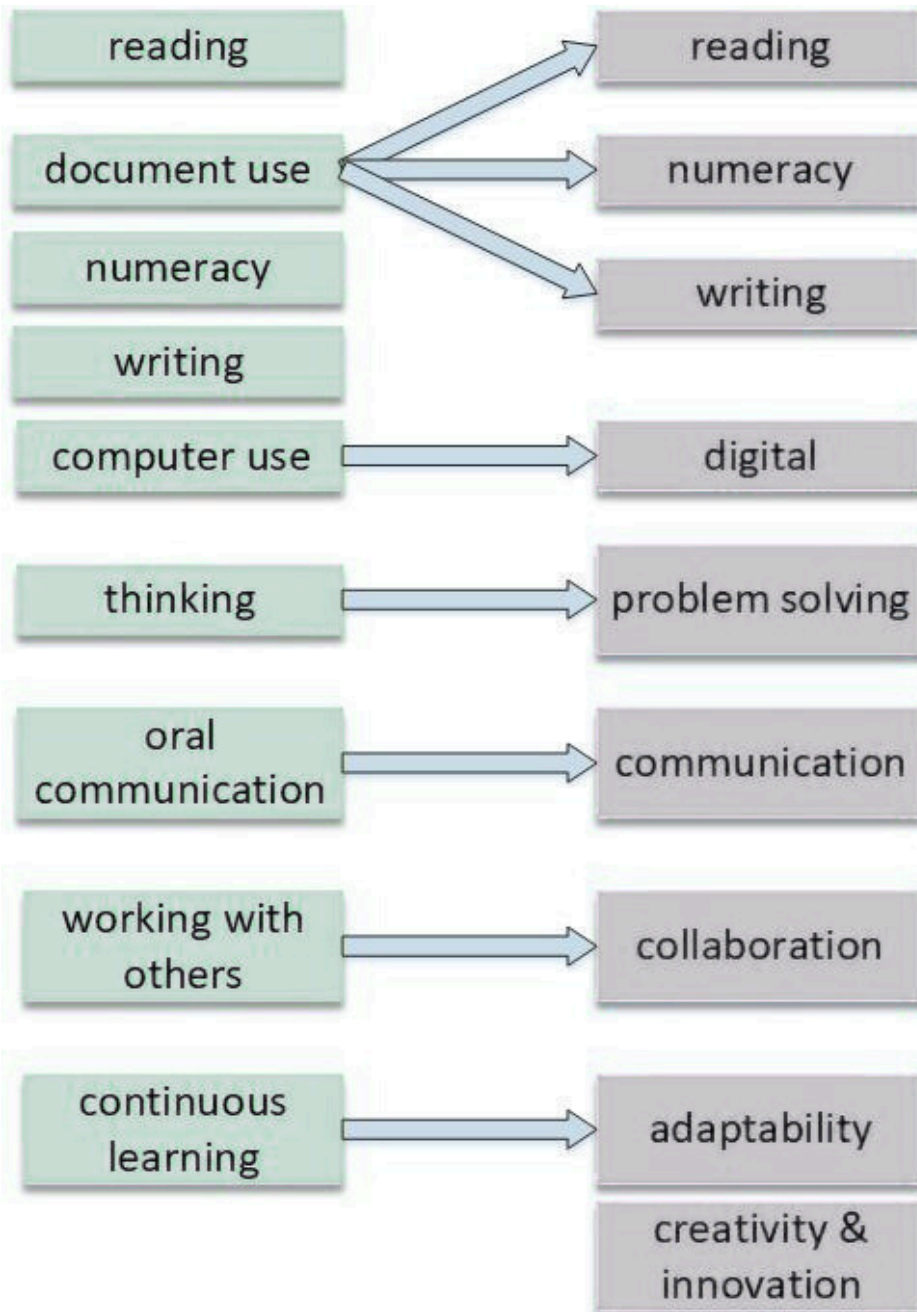
The **Essential Skills** framework has been replaced by the new **Skills for Success** model. This new model is for all Canadians who need to improve their foundational and transferable skills. The model responds to the needs of the current and future labour market.

What's changed?

- **Two new skills:** Adaptability – which integrates continuous learning – and Creativity and Innovation.
- **Document Use** has been integrated in **Reading, Writing, and Numeracy**.
- The scope of **Computer Use** is now broader to cover **Digital**, which includes the use of different **Digital services** and **Platforms**.
- **Oral Communication** is now **Communication** and includes broader concepts, such as **non-verbal communication**.
- **Working with others** is now **Collaboration** to reflect a broader scope which contains **inclusivity** and **respect for diversity**.
- **Thinking Skills**, which includes **critical thinking** and **decision-making**, is now **Problem Solving**.

See next page for the new Skills for Success model.

## New Skills for Success Model



## TUTOR EVALUATION

It is important to maintain contact and stay connected to tutors. Make some time to talk about how they feel the match is going, how effective the program is that they are using, any additional resources they might need, any challenges and any learning successes.

This monitoring is a chance to see what's working well and what isn't on both sides. It might also provide the chance to assess the appropriateness of the match. Tutors represent the organization and as such it is vital to ensure that we they up-hold the best practices that we as a literacy provider are committed to.

It is recommended that you check in with new tutors after three and six months, and then annually.

### PERFORMANCE REVIEW

If you feel the tutor would benefit from a more formal performance review, there is a **Performance Assessment Self-Reflection (PASR) Form** downloadable from the Council Portal.

If there has been any complaint made regarding the tutor by the learner, ask the tutor to complete the PASR Form and bring it with them to discuss during an interview\*. In this instance it may also be useful to use the **Performance Assessment Interview Report (PAIR) Form**. (\*See Terminating a Tutor in Module 5)

Make the meeting a conversation (not a monologue) about the good work being done, focusing on areas of strength, planning for improvements or new tasks, and any training needs that are identified. Discuss what's working well and what isn't in a calm, direct, honest way. Always focus on the issue and not the person. Ask for ideas, concerns, suggestions, online tutoring resources used.

The tutor being evaluated should always have access to their evaluation records.

### WHEN A TUTOR LEAVES

Tutors will come and go by choice, for any number of reasons, many of which do not reflect directly on the organization. Each person should be valued as an important and integral part of the organization. If possible, arrange an exit interview shortly after notice has been given, either in person or over the phone/Zoom. If this is not possible mail the tutor a Tutor Exit Questionnaire. An exit interview or discussion gives a chance to make smooth transitions. Encourage tutors to give reasonable notice, if possible, to allow time to arrange for a replacement to be found.

See **Module 5: Policies & Procedures for Terminating a Tutor**.

### The purpose of an exit interview/assessment is to:

- Say good-bye on a friendly note & express appreciation.
- Provide positive evaluation and acknowledgment of contributions made.
- Obtain feedback on what worked well (or didn't) during the volunteer experience.
- Receive suggestions on where our programs, or the organization can improve.
- Understand why the person is leaving, explore responses.
- Gain insight for recruitment, engagement, and retention.

The person exiting should leave feeling that the final interview was conducted as a two-way conversation, marking any differences that they made or rewarding experiences had, rather than the interviewer telling the individual what they did/did not do well.

- Both the interviewer and exiting party should sign the Volunteer/ Employee Exit Interview form.
  1. Give a copy to the person leaving & file original in your records.
  2. Record any relevant info in the database.



## MONITORING LEARNER PROGRESS

It is expected that the Tutor Coordinator will regularly check in with the tutor to review the progress of each learner against their respective learning plan, to discuss how the match is going, and to find out if any additional resources are required.

A good assessment uses a variety of assessment approaches and the tools used may vary with time. Whatever tools are chosen, they should connect to instructional content, build for learner success, reflect the learner's goals, and provide an opportunity for learner input, feedback, and participation. Assessment will be an ongoing process to monitor learning success.

**Ongoing Assessment:** Administered while learners are engaged in one-to-one tutoring to monitor progress and find ways to help learners develop the abilities they need.

**Exit Assessment:** Administered at the end of programs to make determinations about the skills, knowledge, and abilities learners have gained and to identify whether they've met their learning goals and are ready to move on to further training.

**Gains Assessment:** Administered at any point when information is required about the progress of a learner, it serves to provide information that can be used to make comparisons.

### Measuring Learner Progress

Learner progress needs to be documented in the database system. It can be qualitative, showing non-academic indicators, or quantitative, showing skill level advancements or goals met.

The Tutor-Coordinator should encourage tutors to document learner progress regularly in a way that's easy to interpret, makes sense to all, and will enable a smooth transition with another tutor if needed. Check on the session notes provided by your tutors - ask for details and clarifications if the information is scarce.

Learner evaluations also provide insight into future goal-setting that builds upon their accomplishments. Aim to do these once every six months.

### Learners leaving the program

A Learner EXIT Interview Form is available on the Council Portal. As with tutors, learners may choose to leave the program due to a number of reasons, such as completion of their goals, challenges continuing with lessons, moving away or dissatisfaction with the program.

It is important to give learners the opportunity to have their say and to hopefully provide us with feedback on what we are doing well, and where we might need to make some improvements. If their reasons for wanting to leave are due to some challenges they are facing, it will also give us the opportunity to see if we can help overcome them.