

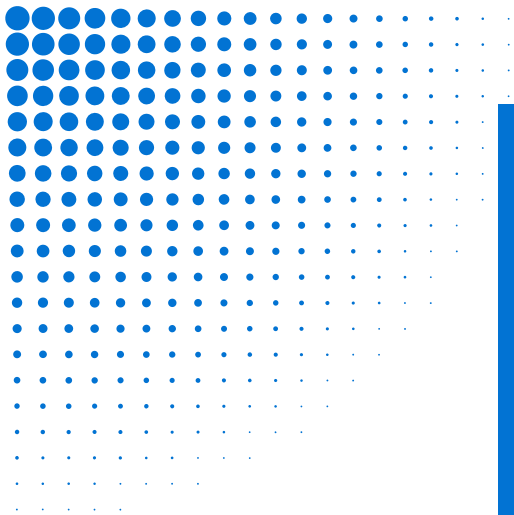


READ NB
Improving lives through literacy

TUTOR COORDINATOR HANDBOOK



MODULE 2 - INTAKE PROCESS



TUTOR INTAKE PROCESS

Initial Contact

Thank the applicant for their interest in becoming a volunteer tutor with READ NB/your council. Advise them of the steps in the admission process, and approximately how long it will take. Advise the applicant that, should they be accepted as a READ NB tutor they will be required to provide a recent Police Records Check and two references before they can be matched with a learner. Offer some information about your council and READ NB in general and what we offer in terms of Tutor Training - both the initial training and ongoing training opportunities.

Screening Interview

The application can be completed prior to the interview, along with any other necessary paperwork. The interview process is important as it gives you a chance to get a 'feel' for whether the applicant has the right temperament for tutoring adults, and if you believe they would be a good 'fit' for your council. You can also use the interview as an opportunity to ask the applicant if they would be interested in offering any volunteering help in any other areas such as a position on the board (if applicable), or help with fundraising activities etc.

Talk about the qualities we look for in a good tutor, the commitment we require and the nature of tutoring adults (this is particularly important if your candidate has previous experience teaching young children).

Outline the duties and requirements of the tutor position. Include a full review of the Tutor Job Description. Emphasize the following important points:

- The need for strict confidentiality
- The importance of being prepared, planning lessons, and reporting these on the tutor portal
- READ NB usually prefers a commitment of between six months and a year.
- The opportunity to connect with other READ NB tutors and volunteers in the province.

References and Police Records Check*

The following are the types of references you may request from the tutor applicant: personal, family, employment or volunteer reference.

You can ask the applicant to email the names/contact info to you or to bring them to the interview. References are important even if the applicant is not planning on tutoring with the organization. In the past, a volunteer may have brought in written references, but nowadays it is best to do your own investigation and contact the references yourself.

If the applicant wants to be a tutor and you agree that they are a good candidate, then you should ask them to get a police records check**. This process may vary depending on whether they live in or outside of the city. You will give them a letter to bring to the police station which explains what we need and why. There may be a small cost for this in some areas, so you should make them aware of that.

**N.B. This step can be undertaken while the applicant is completing their online training, or after the Final Tutor Workshop, however these documents must be on file prior to matching a tutor with a learner.

TUTOR TRAINING

It is the job of the tutor coordinator to provide all tutor applicants with an overview of what to expect from training. You are not required to, but we do recommend giving the trainee a deadline to complete the training (e.g. six weeks), and that you should be contacted if for any reason they are unable to do so. We find this motivates the trainee and keeps them from putting it off indefinitely.

Advise the trainee that they will be contacted at various times through the training process by READ NB's Coordinator, Provincial Volunteers (Alison). This is to answer any questions they may have and motivate them as they move through the modules.

Be sure once you have a volunteer who has said that they want to begin tutor training, that you email Alison with the name of the tutor and a verified email address. She will then send the tutor applicant a welcome that includes a link to the online training. You must also make sure that the tutor's information has been added to the database.

Alison will provide you with updates of where your trainees are in the training process and when they are booked into the Final Tutor Workshop.

Please Note: Attendance at a final In-Person or Online Virtual Workshop is mandatory.

Upon completion of all the modules and the final tutor workshop, READ NB will issue a certificate of completion either directly to the tutor, or if requested by the council, it will be forwarded to the Tutor Coordinator for presentation.

Training Content: 13 Modules

Module 1: The Literacy Landscape	Module 8: Vocabulary
Module 2: Adults as Learners	Module 9: Reading Comprehension
Module 3: Introduction to Literacy Instruction	Module 10: Writing
Module 4: Setting Goals with your Learner	Module 11: Language Experience Approach
Module 5: Lesson Planning	Module 12: Getting Started
Module 6: Alphabetics and Word Study	Module 13: Numeracy
Module 7: Fluency	

The Tutor/Learner Match

Once the training has been completed, start reviewing the profiles of all learners waiting for a tutor. The matching process is an important part of the role of a Tutor-Coordinator as it requires interpersonal skills and the ability to build confidence in new tutors and learners. Try to match tutors with learners not solely based on their availability, but also any shared interests and specific requests from the learner. You should also take into consideration whether a new tutor has requested to be matched with a beginning learner.

Provide information about the learner to the new tutor and give the tutor time to decide if they are interested in tutoring that person.



Bringing the learner and tutor together

Ideally, this first meeting should include the Tutor Coordinator who will make the introductions and be available for any questions regarding the tutoring sessions going forward.

Prior to the first meeting, ensure that the tutor understands how to log their sessions on the Tutor Portal and that they have been briefed as to the results of the Learner Assessment. (See Unit 2 for details on accessing the Tutor Portal)

At the first meeting, encourage the learner and tutor to talk a little about themselves, and ask the learner to describe their goals. Cover the following points:

- Getting started with Goal Setting and developing a Learning Plan
- Discuss boundaries (i.e., sharing of personal information etc.)
- Expectations: meeting on time, agreeing next meeting & keeping in touch.
- Share contact information.
- Outline the ongoing support they will receive from the council and READ NB
- Discuss the procedure for accessing council resources and materials
- Recommended meeting places (these will differ between councils).
- Provide copies of the learning program being used to both tutor and learner, plus the teacher's guide for the tutor.

LEARNER INTAKE PROCESS

INITIAL CONTACT

Making a positive & informative first connection is crucial to learning success. The first step is frequently taken by phone. (Ensure that the council's contact number is well-known in the community, that voicemail is checked regularly and an out of office reply is used for extended absences.

During your initial conversation or email exchange with a new learner, advise them of the steps in the Learner Intake process and approximately how long it will take.

Advise the learner that you will invite them in to have an informal chat and to take some details from them. Let them know that if they are comfortable doing so, at that stage you will also conduct a Diagnostic Assessment to establish their current reading level and gain some information on how you can help them.

LEARNER INTERVIEW

At the first meeting it is essential to be responsive, ask the right questions and take notes. It is important to get to know the learner and decide whether we have the right programs to suit their needs and find out what their goals and interests are. This meeting should be offered in a comfortable, relaxed, friendly atmosphere, without distractions.

Try to put the learner at ease! Admitting that they need help and then seeking help are two different things and it will have taken a great deal of courage to come to see you. Encourage them to talk a little about their past learning experiences, what worked and what didn't work for them and why. This is all valuable background information for their tutor. Explain that their tutor will work with them and help them define their learning goals.

If they would prefer to, offer to complete the **Learner Intake Form** on their behalf with the information they provide you with. Double check you have all the correct details and ensure that they have signed the form (in particular the **Learner Consent to Release of Information** section).

About the Learner Consent to Release of Information Statement:

Explain to the learner that READ NB is funded in part by the provincial government, and that we have to apply annually for funding. Let them know that it is essential to our application that we are able to report on the number of learners we have, their age, their gender and some very basic background information. Reassure them that no identifying data is included in the report - absolutely no names!

However, although no personal details are included in our report, legally they have the right to request that we do not include their information in the report, and if they do not sign the Release form, we will respect that.



Cover the following points during your meeting:

- How tutoring sessions will work, duration, and frequency.
- Tutoring is provided one-to-one and at the learner's pace.
- There is no time limit to receiving lessons.
- Where their tutoring will take place.
- All program materials are free of charge.
- Discuss their learning goals and the importance of setting short-term achievable goals.

Administering a Diagnostic Assessment

The Diagnostic Assessment provides a snapshot of the following:

- Current reading level
- The learner's reading miscues, and responses to comprehension questions.
- It is not essential to record miscues, however this will provide useful information about how they read and whether they use meaning, language, and/or print cues to predict words.

It is used to gather information that will help you and the tutor make decisions about what level and which program will be suitable for the learner. This assessment can be carried out at the first meeting with the learner, but it should also be their choice if they prefer to schedule a separate meeting time for this.

Choose from either of the following assessment tools:

- **DALA**
- **CARA**
- **LWR / Challenger**
- **Learning Upgrade** (Self-Assessment)

DALA / CARA / LWR / CHALLENGER – Use the **Word Lists** to identify a passage from which level of the assessment. (See separate information regarding how to administer these tests).

Preparing the Learner for an Assessment

- Explain what an assessment entails and how much time it will take (approximately one hour).
- Reassure the learner that **it is not a test!** We're not looking for the 'right' answer.
- Any "missteps" are merely indicators of gaps in their learning and will provide valuable information for their tutor.
- You will use the results of the assessment to establish whether we have the right programs to suit their needs.
- The results will only be shared with their prospective tutor.
- You will be making notes to ensure that you capture everything.

Begin the Assessment

Make thorough notes throughout the assessment. If possible, use a clipboard so that the learner cannot see the notes that you are writing. Note down any miscues* such as words that are omitted, added, changed or incorrectly pronounced. It helps to have a photocopy of the reading passage itself for this. *A full list of Oral Miscues can be found in the *CARA Assessment Tool*.

If the learner becomes overly frustrated by any section of an assessment, stop, and go on to the next section, or choose a passage at a lower level.

After the Assessment

Advise the applicant straight away if you feel they are a suitable candidate for one of our programs. Advise them of the next steps. i.e., you will begin the process of matching them with a suitable tutor and will be in touch with them again soon.

Be realistic at this point, particularly if you already have a waiting list of learners waiting to be matched with a tutor. Don't give them false hope, but at the same time make sure they feel you will be doing your utmost to find them someone as soon as possible.

Advise the learner of the next part of the process will be to invite them in again to meet with their tutor.

After the learner has left - complete a **Learner Assessment Summary** while the details are still fresh in your mind. Input the learner's information onto the database, including the details of their assessment and their learning goals.



The Learner / Tutor Match

Take the time to find a compatible tutor match for the learner. Always deal positively with the learner, building on trust, respect, and valuing cultural differences. At the first meeting, introductions are made, and you will get a feel for whether this will be a good match.

Encourage the tutor to introduce themselves and talk a little about their background. Encourage the learner to share information about their goals and aspirations in their own words.

Emphasize that, going forward, it is expected that the tutor and learner will make the arrangements between themselves regarding the scheduling of tutoring sessions. If, however, they have been unable to reach each other, you can step in and assist them.

Remind the learner that, while we understand that some lessons may need to be rescheduled to unforeseen circumstances, it is very important that they contact the tutor in a timely manner to let them know. Advise both that they are welcome to reach out directly to you to discuss anything that may come up during tutoring sessions.

Rights of the Learner

It is important that learners know that they have a right to:

- be treated with respect and as an adult.
- be made aware of the rules for privacy and confidentiality.
- study in a healthy and safe environment.
- feel free to express opinions in a respectful manner.
- be made aware of:
 - the literacy council's code of conduct
 - the environmental requirements e.g. no smoking, scent-free
 - the literacy council's requirements e.g. attendance, punctuality, dress code, use of personal devices
 - learning plans – what they will be studying and how.
- timely information about the learning program – start and end dates, learning hours, holidays or closures.
- receive prompt and constructive feedback on progress.
- discuss their work and progress with their tutor on a regular basis.
- know how to make an appeal if they feel that a tutor is not responding adequately to a concern.

PLANNING FOR LEARNING

Goal Setting

Using techniques for effective goal setting sets the stage for wonderful sharing opportunities between the tutor and their learner. Tutors should encourage their learner to be quite specific about their goals and outline which are the most important to them. You can suggest they use some of the tools we have available to help them identify goals, for example using SMART approach. (See below for a list of useful tools).

This part of the process can be started at the initial meeting between the learner and the tutor, or it can be covered in the first few tutoring sessions of the new Tutor/Learner partnership.

- ***Task List for Setting Goals***
- ***SMART Goal Template***
- ***Learning Plan***

Information on Lesson Planning FOR TUTORS:

Preparation of lesson plans ensures that tutors can keep the focus on finding material that is relevant to the learner's goals. Lesson plans encourage the use of tutoring strategies that will develop meaningful learning activities. Each session should offer learners an opportunity to make progress towards the things that are most important to them. Lesson Plans work best when they are used as a flexible tool to guide learning and keep it learner centred.

Steps in Lesson Planning

- Determine the lesson plan's objective. For example: to be able to make a grocery list, understand written instructions, fill out an application form.
- The more specific a learning objective is, the easier it will be for tutors to select relevant activities.
- Find reinforcement activities that will facilitate the achievement of the lesson's objective.
- Decide on and prepare any resources or materials will be needed to do the activities that have been planned. For example: books, pictures, flash cards, videos, articles.

A typical Lesson Plan should follow the same general format, i.e.:

1. A Warm-up Activity.
2. The Main Activities.
3. A Closing Activity