



TUTOR HANDBOOK

January 2010

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
Richard Goetsch rgoetsch@racineliteracy.com
Diane Snell dsnell@racineliteracy.com
Joyce Springmann jspringmann@racineliteracy.com
Alma Juarez ajuarez@racineliteracy.com

Website: www.racineliteracy.com

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

RLC Staff:	Kay Gregor <i>Executive Director</i> Diane Snell Joyce Springmann Education Coordinators <i>Alma Juarez</i> <i>Program Assistant</i> Chris Kane Ellen Clipsham <i>ESL Instructors</i>	Carol Hegmann <i>Recruitment Coordinator</i> Richard Goetsch <i>Western Racine Country</i> <i>Coordinator</i> Gloria Stephenson <i>Administrative Assistant</i> Marsha Connet <i>Health Literacy Coordinator</i>
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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. 2009-2010 Board of Directors

Officers

Chris Enslin
President

Victor Frasher
Vice President

Meera Sharma
Secretary

Jeff Fuhrman
Treasurer

Directors

Sandy Brousseau
Linda Flashinski
Jennifer Levie
Jim Rasmussen
Sandra Riekoff
Scott Schroder
Angie Smucker

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 life skill 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 12th 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 monthly.
- 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. Religious proselytizing or endorsing of 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, but there is a \$10 intake fee, \$5 of which is applied to the cost of the student's first book. Students pay 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

About 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 **unless they are using the Networked version of Rosetta Stone**.^{*} 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:

- If you use the head-set, please disinfect the microphone & earpieces before and after use.
- 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 in or 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.
- All computers are connected to the internet. They can be used for research or teaching, **not for email**. 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. Free e-mail accounts are available from Hotmail, Google or Yahoo.

- If you have any questions about using the computers or software, please contact an education coordinator.
- If you notice that any of the CDs 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. Disks are available from the education coordinators. Do **not** change screen or system settings on any computer.
- There is a shared printer, located in the resource room, for all student computers. It is the default printer. If it runs out of ink or paper or otherwise doesn't work, please let us know.

Computer Software

ESL

- *Networked Rosetta Stone 1,2,3 (complete installation on new computer in Resource Room). Each learner using needs a personal password and username. See Diane to get these.
- Stand-alone Rosetta Stone 1, 2, 3 (being phased out)
- 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 (stand-alone & networked)
- Core Reading and Vocabulary Development Program
- Laubach Way to Reading Software (DOS diskettes)

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, Publisher, Excel
- Printers

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**. They should be re-shelved at the end of your tutoring session. Books with library cards in them may be checked out. To check out a book, remove the card from the pocket, date and sign it, and place it in the file card box near the outside door. 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 audio and video tapes are **Classroom Copies** and should be returned to the appropriate location at the end of each tutoring session.

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, Endeavor

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, Cursive Writing, Phonics, Pronunciation,
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, and audio tapes/CDs are in the library. Ask an education coordinator if you need more Vocabulary Cards.

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

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

Attachments

A 1. Home Tutoring/Transportation



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;"> </div>				
<div style="display: flex; justify-content: space-between;"> </div>				
<div style="display: flex; justify-content: space-between;"> </div>				
<div style="display: flex; justify-content: space-between;"> </div>				
<div style="display: flex; justify-content: space-between;"> </div>				

Life Skill 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. 1st Day of Tutoring

1ST DAY OF TUTORING

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

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)

**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 the RLC is closed or by mutual agreement with the 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.

SIGNATURE OF TUTOR

DATE

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 office with a minimum of an hour advance notice in case an emergency arises and I cannot attend a session. **If I miss 3 tutoring sessions without notifying my tutor or RLC or if I do not attend class regularly, I understand that 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.

SIGNATURE OF STUDENT

DATE

NAME OF STUDENT

DATE

A 4b. Renewable Contract (Spanish)

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

MAESTRO:

Yo, _____, con la ayuda de los funcionarios del Racine Literacy Council, le comprometo a Usted _____:
(nombre completo del estudiante)

1. Reunirme con Usted según el horario que escogimos.
2. Estudiar el manual de recursos y practicar las estrategias de programa y libros.
3. Comunicarme con las coordinadoras educativas del Racine Literacy Council.
4. Ayudar a Usted y evaluar su trabajo durante la clase.
5. Ayudar a Usted recibir todo beneficio de la enseñanza.
6. Llamar a Racine Literacy Council con mínimo de una hora de anticipación en caso de una emergencia que no me permite asistir a clase.
7. Llegar a tiempo.
8. Respetar al estudiante y los funcionarios del Racine Literacy Council.

(firma del maestro)

(fecha)

ESTUDIANTE:

Yo, _____, le comprometo al maestro,

(nombre del maestro)

1. Reunirme con Usted según el horario de la clase
2. Llegar a tiempo.
3. Practicar mis nuevas habilidades.
4. Llamar a Racine Literacy Council con mínimo de una hora de anticipación en caso de una emergencia que no me permite asistir a clase. **Entiendo que si no asiste con regularidad, me puede expulsar de la clase.**
5. Participar en mis evaluaciones para que pueda notar mi progreso y, junto a mi maestro, decidir que habilidades todavía necesite ayuda.
6. Comprar mi libro. Puede pagar todo a la vez o pagar a plazos.
7. Respetar al maestro y a los otros estudiantes.

(firma del estudiante)

(fecha)

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/GED Current instruction: ONE-TO-ONE/LD/SMALL GROUP/CLASS

(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: _____

Email: _____

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: _____

Is this a new job (last 6 months)? _____ Have you had a recent (last six months) raise or promotion? _____ How long have you worked at your current position? _____

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?

(Continued from front)

- 3.) Do you attend Gateway or other school?
- 4) Tutor: Have you attended any in-services in the last 6 months?

What overall progress has the learner made?
 Fluency in Reading, Writing, Speaking, Understanding
 Follows direction easier
 Other:

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:

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

What other materials are being used?
 Books
 Reading Series
 Real Life Materials (newspapers, forms, handbooks, menus, etc.)
 Other:

What writing has been done?
 Journal
 Essays
 Stories
 Notes
 Other:

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