

Summary of Fall 2016 Tutor Survey – Tutors of Literacy in the Commonwealth

This tutor survey was open from October 11 - 21, 2016 and there were 148 responses. The survey was sent to 1130 people: approximately 90 administrators, 70 tutor coordinators (for distribution purposes) and 970 tutors. Tutors from 33 programs responded to the survey.

This document is a summary of the information most relevant for informing TLC's services.

Notes on survey results:

TLC's services should focus on one-on-one tutors, while also addressing small group tutors and classroom aides. Tutors are working with a wide spectrum of learners so we should continue to provide resources for all levels ABE and ESL learners. (There were some specific requests for more materials for beginning ABE readers.)

It is clear that we need to better promote TLC's services. Less than half of the 148 tutors who responded were familiar with TLC and even fewer had ever visited our website.

TLC will begin to develop recorded PD offerings for tutors based on the interest level and topics identified in the results for Q16. In addition to these PD options, TLC will explore providing further information on helping adult learners focus, doing informal assessments and meeting adults' learning needs.

Q 4) In what type of tutoring arrangement do you tutor? (148 responses)

One-on-one – 74% (109)
Small group – 40% (59)
Classroom aide – 15% (22)

Q 5) What type and level learner(s) do you tutor? Select all that apply. (148 responses)

Intermediate ESL – 30% (44)
Low intermediate ABE – 27% (40)
Beginning ABE – 26% (39)
ASE – 25% (37)
High Intermediate ABE – 24% (35)
High ESL – 21% (31)
Low ESL – 18% (27)
Other – 14% (21)

Q 6) Are you familiar with TLC's services? (148 responses)

Yes – 34% (50)
No – 51% (75)
Unsure – 16% (23)

Q 7) Have you ever visited TLC's website? (148 responses)

Yes – 30% (44)
No – 64% (95)
Unsure – 6% (9)

Q 16) TLC is planning to develop on-demand recorded webinars for tutors. Please indicate your interest in each of the following topics. (148 responses)

Prioritized list based on average of “Extremely” and “Moderately Interested” responses.

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|----------------------------------|---------------------------------------|
| 1) Writing | 8) Technology/Digital Literacy Skills |
| 2) Reading | 9) Lesson Planning (done) |
| 3) Retention | 10) Goal Setting |
| 4) Adult Learner Characteristics | 11) Workplace Skills |
| 5) Tutor Role | 12) Math |
| 6) ESL | 13) CCRS (done) |
| 7) Soft Skills | |

Q 17) Please indicate the level of ease or difficulty you have experienced in each of the following areas of tutoring adults. (148 responses)

Prioritized based on frequency of response (not all choices are indicated).

- 1) Keeping learners on task.
- 2) Having inadequate time to work with a learner to be able to make a difference.
- 3) Understanding a learner’s learning needs.
- 4) Motivating learners.
- 5) Teaching adults with learning challenges.
- 6) Logistics (meeting times, places, hours of tutoring/week, etc.).
- 7) Developing goals.
- 8) Creating lesson plans.

Q 24) What other services could TLC offer to tutors of adults that would help support you in making a difference in the lives of those you tutor? (28 responses)

- More curriculum resources for the adult beginning reader.
- Resources for adults with learning challenges.
- Assessment tools.
- More frequent opportunities for group support and discussion between tutors.
- A mentoring program.
- More frequent online training, especially about teaching basic math.

Q 25) What would improve the services currently offered by TLC? (17 responses)

- Have a newsletter/email to help tutors know it exists and topics being covered.
- How best do ESL students learn, according to research? What do they need to begin?

Q 26) If there is something else you would like to share with us, please do so here. (26 responses)

- Could you offer some materials for tutors who are just getting started and may not have previous experience as a teacher or tutor?
- Overall there is minimal math/science tutoring – it would be great for those areas to get some emphasis.