

TLC TUTOR
COORDINATOR HANDBOOK
DRAFT

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Introduction

This handbook has been designed for administrators and tutor coordinators of Pennsylvania adult literacy programs. It can be useful to those with existing tutoring components or for those looking to start up a new tutoring program. While many of the resources shared in this book will only be accessible if viewing it online, there will still be value in a print copy. Blank forms and further resources will be accessible through an online version of the document.

Sections of the handbook include information shared by tutor coordinators throughout Pennsylvania. Other tutor coordinators have reported that they find these strategies, techniques and resources extremely useful. Thank you to the many tutor coordinators who have willingly shared their experiences and resources.

A major resource in the development of this handbook has been "[Planning for Volunteers in Literacy: A Guidebook](#)" created by the National Center for Family Literacy and funded by UPS.

Please contact Kim Roush, kim@tlcliteracy.org, with any questions you may have about information contained in this handbook.

Section I: Policies and Procedures, Adult Education and Family Literacy Guidelines

Adult Education and Family Literacy Guidelines (AEFL) can be found on the [PA Adult Education Resources](#) site under the [Administrator tab](#).

Note that all guideline questions should go to the program's advisor. Advisor assignments can be found [here](#), on the PA Department of Education, Bureau of Adult Basic and Family Literacy Education site.

Similarly, all clearance questions should be directed to the agency's legal counsel.

Following are several sections of the 2015-2016 AEFL Guidelines which are immediately relevant to tutor coordinators. Tutor coordinators should familiarize themselves with all the AEFL Guidelines.

205.8 Tutor Coordinator, p. 7

Tutor coordinators provide training and support to volunteer adult education instructors and their learners. The duties include, but are not limited to, implementing effective processes for tutor screening, making referrals to the case manager, participating in orientation, conducting training sessions, assigning and supporting tutor-student pairs/groups, providing ongoing supervision of tutoring staff and working with the in-house professional development specialist to coordinate tutor professional development.

215.2.3 Tutor Coordinator, p. 16

Tutor Coordinators will:

1. Assist tutors to identify individual professional development needs.
2. Support tutors to develop knowledge and skills identified.
3. Document tutor professional development.

205.9 Volunteer Instructor, p. 7

Volunteer instructors provide one-on-one or small group instruction to students. Though they are not paid staff members, volunteer instructors are still required to participate in professional development activities and to schedule time for instruction preparation. Volunteer instructors should work with tutor coordinators to periodically review goals; adjust student placement, if needed; and coordinate with intake specialist and case manager.

Volunteer instructors (tutors) must have a four-year degree or be currently enrolled in a four-year degree program. This includes community college if the student is enrolled in a

transfer program that will lead to a four-year degree. If the person has stopped taking courses, they are not considered to be pursuing the degree.

Tutors without a four-year degree are permitted if they show continuous tutoring since Program Year (Program Year) 2006-07, have participated in one in-service activity in each of those years, and have been consistently providing a minimum of three hours of tutoring a week (with breaks of one/two weeks once or twice a year).

205.10 Volunteer Classroom Aide, p. 8

A volunteer classroom aide provides supplemental instruction to a learner or learners who are enrolled in a class or group. The volunteer classroom aide does not have primary responsibility for instructional planning. In cases where a volunteer classroom aide prepares lessons, he or she must share the lesson(s) with the primary instructor to ensure the supplemental instruction aligns with the classroom instruction. Unlike the volunteer instructor position, the volunteer classroom aide position does not require a four-year degree and has no minimum hours per week.

Section II: Job Descriptions

In the previous section you found general job descriptions for the tutor coordinator and volunteer instructor as outlined by the AEFL Guidelines. These job descriptions are very important when recruiting for tutors. Your agency would benefit from elaborating on the tutor job description to make it specific to your needs. Additionally, tutors may have questions about the job (what will I be doing?, how often will I volunteer?, where will I be tutoring?, what kind of support will I receive?) that should be answered in the job description. In Appendix B you will find several examples of volunteer instructor and tutor coordinator job descriptions from programs throughout Pennsylvania.

Writing Volunteer Position Job Descriptions ~ What to Include

Position Title

The title should be a specific, descriptive title that clearly explains the assigned role. The title should describe the function of the position, not the pay status of the person (secretary - not volunteer secretary).

Work Location

Be sure to include where the volunteer will be working.

Volunteer Impact/Purpose and Goals

Let the volunteer know how his/her assistance is impacting the project's outcome, clients, or mission. This helps to make the volunteer feel that he/she are important and needed in the organization and that his/her time is being well spent.

Responsibilities and Duties /Outcomes Expected

All responsibilities and duties should be specifically and clearly defined. Let the volunteer know exactly what is expected of him/her in the volunteer assignment (reporting procedures, program details, etc.).

Qualifications

Clearly and concisely list qualifications that are required for the position. Qualifications should include required education, skills, abilities, experience, and personal characteristics.

Commitment Required

List length of service requested, hours per week, and any other special requirements.

Orientation, Training, and Support Provided

Let volunteers know what kind of training will be required and how it will be provided

Volunteer Supervisor and Contact Information

Let volunteers know who to contact if they have any questions, also let them know who the volunteer supervisor is and how to contact that person.

Summarized from TxServe and the Texas Commission on Volunteerism and Community Service, December 1998, www.txserve.org/ Website no longer valid)

The Six Qualities that All Volunteers Must Have

From [ProLiteracy EdNet's Online Course "Orientation to Volunteering in Literacy"](#)

- 1 **Time** - Some volunteers might only be able to work at night. Other volunteers might be able to give one or two days each week. Still others like the flexibility of working on one-time events that make use of chunks of time but don't require long-term commitments.
- 2 **Commitment** - Adults who come to literacy programs often have a history of frustration and failure in previous education experiences. We can't afford to let them down again. When volunteers make a commitment-for whatever job or whatever period of time - it's essential that they follow through.
- 3 **Willingness to Learn** - Be willing to share your skills, but be willing to learn about the local program, its mission, the people it serves, and what others have found to be successful.
- 4 **Regular and Open Communication** - Be clear on what your needs are from the beginning. Then keep the program informed about what you're doing, and how program staff can support you.
- 5 **Sensitivity** - Adults who come to literacy programs bring a lot of feelings with them. They may be embarrassed by their lack of skills. They may be angry about the way they have been treated. They may be frustrated by the difficulty of trying to support a family on a minimum wage job. They may be experiencing domestic violence or other personal crises. They may have behaviors, beliefs, or values that are different from yours. They need support and understanding as they seek to improve their lives. They need people who will be accepting of who they are and responsive to the goals they have set for themselves.
- 6 **Affirming** - All students bring a variety of strengths and skills as well as previous experiences in learning to do something important to them (drive a car, take care of a child, etc.). Students need volunteers who will affirm their strengths and help them find ways to build on them.

Section III: Tutor Recruitment

As a tutor coordinator, one of the first things you may need to do is to increase your pool of tutors. This section will provide suggestions on ways to reach out to your community and attract quality tutors that will be appropriate for your program. Simply accepting anyone off the street as a tutor is not going to be beneficial to the adult learners in your program. Effective tutor recruitment will allow you to draw in people with the qualities needed for the roles you have available.

Seven Steps to Achieve Effective Volunteer Support

1. Define why you need volunteers.
2. Design valuable volunteer opportunities.
3. Recruit carefully.
4. Screen, interview, and place volunteers cautiously.
5. Bring volunteers on board with training.
6. Provide recognition to your tutors.
7. Follow-up effectively.

Additional information can be found on: <http://www.charityvillage.com/cv/main.asp>

For a 37 minute video on recruiting tutors, click below:



Basic Steps in Volunteer Recruitment ~

adapted from 1997 CyberVPM.com

Know Your Ideal Tutor Opportunities

- Be sure your volunteer instructor opportunities are truly integral to achieving your agency's purpose.
- Prepare job descriptions which clearly delineate tutor tasks (see previous section for more on job descriptions) and acquaint yourself thoroughly the descriptions, including purpose, responsibilities, and the value of the experience for the volunteer.

Create a Clear Path to Your Door

- Put together a procedure including recruitment campaign, screening process, training and placement, in that order.
- Don't start recruiting volunteer instructors until you are ready to move them right into your screening and training procedure.
- Don't let poor "customer service" ruin your recruitment efforts. A large number of volunteers report lack of response from organizations as the reason they do not volunteer. Answer initial phone calls within 24 hours.

Make Your Recruitment Message "User Friendly"

- Compose a message which answers the tutor's unspoken question: "Why should I volunteer for you?" not your question "Why you should volunteer for us?" Consider involving happy tutors in the composition of your message.
- In your message, answer other typical questions new recruits ask: "What will I be doing? How often and when? Where?"
- Reassure volunteers that they will be trained and that you will stand behind them and support them.
- Avoid "red flag" words such as "need" and "desperate" that scare volunteers away.
- Be honest. Truth in advertising counts!

Get to Know Your Community

- Acquaint yourself with all the ways you can spread the word about your volunteer opportunities.

Advanced Volunteer Recruitment

- Decide who your ideal tutors are then use what you know of their personalities and interests to compose a message tailored to them.
- Although you should still recruit to the general public (using general resources), use what you know of your "ideal tutor" to target your marketing.

Recruitment Planning Questions

- What skills and talents do we currently have in the tutors in our organization?
- What are the gaps in our tutor talent pool?
- Do we have a job description for our volunteer instructors?
- What may prevent someone from volunteering with us?
- What factors may encourage or attract volunteers to our organization?
- Are there potential volunteer markets that we are not reaching?
- How can we best reach new volunteer markets?
- Do we have a planned and targeted recruitment campaign?
- Do the methods and messages we use relate to our community and the kind of volunteers we want to attract? Select the appropriate recruitment method to reach the target population. (See video referenced on page 8.)
- Do we have the systems and tools in place to bring volunteers into our organization quickly and easily?
- Do we have knowledgeable, enthusiastic, well-trained people involved in the recruitment process?

from <http://www.laubach.ca/newslet/nov03/extra/1.htm>

Places to Recruit for Volunteers

- Advocacy groups
- Blood drives
- Community service restitution programs
- Community centers
- Conferences/special events
- Doctor's offices
- Employment assistance programs, i.e. CareerLink®
- Job Counseling offices
- Military units and retired military personnel
- Parents' groups
- Pre-retirement seminars
- Public agencies and retired personnel
- Public transit bus cards
- Realtors
- Retired executives, teachers
- Senior citizen groups
- Speakers' bureaus
- Supermarkets
- VISTA volunteers
- Volunteer centers
- Welcome Wagon packets

Suggestions from Tutor Coordinators ~ Successful Tutor Recruitment Tips

Local Media

- Ask local radio and TV stations to broadcast your ad as a public service announcement. PBS or other local stations may be willing to provide advertising at a reduced rate or free of charge, particularly on a slow news day.
- Write newspaper articles about quarterly workshops; share human interest stories to raise awareness.
- Place ads in your local papers, including any free papers and local foreign language papers.

General

- Use the word "FREE" in your promotional materials.
- Use pictures of tutors and learners in action; success stories are also very beneficial.
- Recruit referrals by word of mouth through current tutors, family, friends, board members, teachers, and staff.

Community Outreach

- Write letters to corporations, businesses, special interest groups, community groups, and professional organizations in your community (i.e. Rotary, Lions Club, Junior League, fraternities, sororities, local Retired Senior Volunteer Programs, foster grandparents, Senior Corps, AmeriCorps, Peace Corp).
- Ask local companies if they have newsletters and if they will include an ad for volunteers and/or have your program flyer included with their pay stubs.
- Contact retirement homes, churches and religious groups. Ask to be considered for service projects or mentioned in their bulletins and newsletters.
- Present your program in local clubs such as book clubs and craft guilds.
- Coordinate with your local United Way and place ads in their publications. Participate in United Way's "Day of Caring" in September to distribute brochures.
- Donate a tutor manual to your local library. Ask them to put it on a table with your agency's brochure to promote your literacy program and the need for volunteers.
- Contact your local universities to get on volunteer lists.
 - Ask to present your needs in local continuing education classes.
 - Many schools have requirements for volunteer service.
 - Ask if they have a fair where you could promote your organization.
 - Investigate LitCorps with local colleges or universities.

Social Media

- Place ads on your local community web pages.
- Use websites such as idealist.org, www.craigslist.org and Volunteer Match.
- Promote volunteer opportunities on your agency's Facebook page and tweet them on Twitter.

Volunteer Management

- The job description should be the basis of the management and evaluation of the volunteer. Consider having a written contract so that both parties are clear on the job responsibilities.
- Volunteers should be accepted for a specific length of time, such as one year, which can be renewed by both parties.
- Provide and complete evaluation forms in a timely manner.
- Maintain records on each volunteer, including education, dates of service, positions held, duties performed, evaluation of work, and awards received. The volunteers themselves, or the appropriate staff, can be responsible for the submission of this information. Volunteers can be responsible for the completion and timely submission of their own timesheets.
- Each volunteer should have a clearly defined supervisor for day-to-day management, guidance, consultation, and assistance as well as contact information for other professionals who can be used as resources. Mentors for new tutors can also be very valuable.
- Maintain contact on a regular basis. Make the contact personal, not just a part of the job. A newsletter is another valuable means of communication.
- Provide a sense of community and family with students, volunteers, and staff.
- Make volunteers part of program planning and implementation to encourage ownership and pride of the organization.
- Treat volunteers with the same respect as the paid staff.
- Provide additional, ongoing training, support and resources.

Sample Recruitment Plan

Potential volunteers go through a phone interview screening during which I

- assess their English ability
- get a sense of their professionalism
- learn about their interests and abilities

I notice if they are good with time management and have a timely response to emails and phone calls. (As a job training organization this is very important to us; our tutors must demonstrate the abilities and proficiencies that we are teaching to our students.)

The potential tutors then go through an in-person interview where they come to our office and meet with some of our instructors. Potential tutors are given information about our organization, our students, and our classes.

During this interview the Tutor Coordinator

- Gets a sense of the tutor's motivation in wanting to work with us and what the potential tutor would do.
- Asks a specific situational question to get a sense of how a tutor would work with a student, what kind of advice he/she would give, and his/her ability to problem solve.
 - One question we've asked before is to describe how he/she would explain the word 'responsible' to a student who does not understand.
 - Another question involves different ways he/she would practice phonics and pronunciation with a student.

After the volunteer is approved by the instructors, he/she meets with one of our directors to

- have the rules explained to him/her
- go over the Volunteer Handbook explaining our policies.

We have a two-week 'probation' period with the volunteer in which both parties have time to think about whether or not the volunteer position is a good fit. Ideally this is a time where the volunteer gets effective feedback on his/her performance.

Section IV: Tutor Orientation

Common Topics for Tutor Orientation

Tutor orientations are specific to each agency. This section includes suggestions for topics to include in your agency's tutor orientation as well as suggestions from peer tutor coordinators. You will also find a link to a power point which can be adapted and used as your agency's tutor orientation.

- Program specific information
 - History
 - Funding sources
 - Programs and services
 - Mission, vision and values of the organization
 - Site tour, classroom visits
- Samples of student goals
- Confidentiality requirements
- Paperwork, i.e. e-data information, tutor report forms
- Interests of potential tutor
- Volunteer job description
- Tutor guidelines
- Next steps – the tutor matching process
- Questions and concerns

Suggestions from Tutor Coordinators ~ Successful Tutor Orientation Tips

Please note, some agencies combine orientation and tutor training.

Our tutor orientation involves meeting one-on-one with the tutor after his/her initial interest call. During this meeting we

- Complete the e-data paperwork.
- Discuss the tutoring program and discuss what his/her interests are.
- Discuss a waiting list of students, when available, (without specific names) to see which of these students would be an appropriate match for the tutor.

The tutor is able to give input and be a part of the matching process.

Our tutor orientation is a one-to-one meeting between the prospective volunteer and the tutor coordinator.

Overall picture of the council is presented. The various components include:

- A volunteer job description
- Tutor competencies
- A tutor self-assessment guide
- A tutor training questionnaire
- Tutor guidelines
- The mission, vision, and values of the literacy council
- The history, funding sources, programs and services
- Necessary paperwork

By changing our orientations from 4/5 times per year to an on-demand system, we have increased our volunteer base from 30 new tutors a year to 120 in 2011-2012.

Our council employs a multi-modal approach to tutor orientation which includes some initial tutor training as well.

- Face-to-face
- Printed materials
- Web-based orientation
 - Policies of the council
 - Principles of adult learning
 - Specific tutoring strategies that provide a foundation for entry into literacy tutoring
- The steps of our orientation are listed below:
- New volunteers attend a face-to-face meeting with the coordinator
- Packets of information are provided with handouts related to the council and adult education
- Websites are reviewed and lists provided to new tutors
- New volunteers are asked to complete at least two of the following tutor trainings on: <http://proliteracyednet.org/>:

- Orientation to Volunteering in Literacy
- Principles of Adult Learning
- A Way with Words: Strategies for Strengthening Adult Learners' Vocabularies
- Orientation to Volunteering in Literacy
- Using the Newspaper in Adult Literacy and ESL Instruction
- Web resources are shared
 - <http://www.paadultedresources.org/>
 - <http://www.tlcliteracy.org/>
 - <http://www.proliteracy.org/>

Orientation PowerPoint® Template

Link to [Orientation PowerPoint® Template](#)

The PowerPoint® template found at this [link](#) can be adapted for your program. Feel free to use the template in whatever way is most beneficial to your program. Acknowledgment of TLC's material is appreciated.



Section V: Basic Tutor Training

Basic tutor trainings come in all shapes and sizes. It is important for you to keep your learners in mind as you decide what your initial tutor training should look like. A key part of the initial tutor training is that it is just one step in the ongoing process of professional development in which all your tutors will be participating.

It is easy to overwhelm new tutors when they first come to your agency. There is quite a bit to learn about working with adult learners – even though we are all adult learners ourselves. Tutors of Literacy has developed a core basic tutor training that covers topics that are relevant to all tutors working with adults. This training can be done online in approximately five hours or a TLC trainer can come to your program and present the training in five to six hours. It can be done on a weekday, a Saturday or over the course of two evenings.

Some programs include instructional techniques in their initial tutor training, which is very important information to share. Keep in mind though, that when tutors participate in this initial basic tutor training, they most likely do not know who they will be tutoring. This means that specific instructional information won't be as relevant to them and they will be less likely to remember it. If you start with a more general basic tutor training which pertains to all adult learners you can follow up with more specific topics after the tutor becomes familiar with the learner he/she is tutoring.

Tutors of Literacy developed the current six hour face-to-face basic tutor training through a lengthy process. We started by collecting tutor trainings from anyone who was willing to share. We also referenced tutor training manuals such as *LitStart*, *Tutor* and *Teaching Adult Learners*. Common topics addressed by all these sources were identified and those topics which were a) part of the majority of the resources we referenced and b) relevant to all types of adult learners were included in our end product.

The training that TLC developed includes:

- Questions and concerns from participants
- Advice to tutors from learners and other tutors
- Tutor/learner contract
- Characteristics of an adult learner
- Role as a tutor
- Reporting
- Goal setting
- Effective teaching strategies
- First meeting
- Lesson planning
- Review

When a TLC trainer presents this training face-to-face, the facilitator builds effective teaching strategies into the training by addressing adult learner characteristics and using techniques that teach to all the learning styles. A PowerPoint® and accompanying handouts for this training can be requested from TLC by contacting tlcliteracy@gmail.com. Feel free to use this training and adapt it as you feel best benefits your agency, tutors and learners. Again, acknowledgment of TLC's materials is appreciated. Your agency has access to TLC's facilitators (who can come to your program and present the training) and the online tutor training. TLC has also published a Tutor Coordinator Companion manual which accompanies the revised Tutor Flipbook, both which are excellent tutor training tools.

Section VI: Ongoing Professional Development

There are several things for tutor coordinators and tutors to consider when looking at options for appropriate, ongoing professional development (PD) opportunities and support. A topic for professional development should be chosen based on identified learner needs. Tutors should be interested in the topic and it should be relevant to them and the learners being served. There should be a clear purpose for participation in the PD; tutors should have a plan for implementing new knowledge in the tutoring sessions. It should be clear that the purpose of the PD is to improve tutoring skills in order to provide the best possible services to the adult learners. Remember, when participating in PD, tutors are the adult learners.

Tutors should have support for implementation of the new knowledge, a chance to implement new information gained, reflect on the application of the new skill or knowledge, and opportunities to talk with other tutors about the tutoring techniques being used. Documentation of this process is also very important.

There are a variety of ways for a tutor to participate in professional development; the key is to remember that this is a process, NOT a one-time event. We want adult learners to continually learn; it seems logical for tutors to do the same and model the process for the learners they are tutoring.

ProLiteracy also has [numerous free online courses](#) beneficial to tutors of adults, including "Orientation to Volunteering in Literacy" and "Principles of Adult Learning". (You may remember seeing these trainings referenced in the Tutor Orientation section.)

TLC offers several online self-study mini trainings: Learner-Centered Instruction, Lesson Plans, and Goalsetting. If you have a tutor interested in one of these independent study opportunities, contact Kim at kim@tlcliteracy.org.

Following are SOME examples of activities that can be job-embedded professional development, if done following the guidance in the article in Appendix C by Dr. Sherow, "Professional Development for Adult Literacy Tutors".

- *Independent Study*
- *Mentoring*
- *Peer Observation*
- *Examining Student Work*
- *Portfolios*
- *Study Groups*
- *Online courses*
- *Collaborating with peers frequently and regularly*
- *Book groups*
- *In-house trainings*
- *Conferences*

Section VII: Tutor Motivation and Retention

As the tutor coordinator, motivating your tutors will be directly linked to their retention, just like with adult learners. Tutor coordinators throughout the state have shared numerous strategies they have found helpful when motivating and recognizing tutors. As a result, many have high quality, effective tutors who have been volunteering with their programs for several years.

Suggestions from Tutor Coordinators ~ Successful Tutor Motivation and Retention Tips

Support

- Create a warm, friendly atmosphere where volunteers feel welcome.
- Be specific about responsibilities. (See job descriptions, page 6)
- Explain the tutors' support system. The tutor coordinator should be available to answer questions, provide resources, or act as a mediator between teacher and tutor or tutor and learner, if needed.
- Meet with volunteers on a regular basis. Open, regular communication is vital; it is important to listen to their questions and suggestions.
- Provide needed materials and resources. Be available with suggestions of techniques that can be tried when working with learners. Have prepared materials available for tutor use.
- Have a "Senior Advisor" tutor available to provide guidance to other tutors.
- Provide modern technology such smart boards, iPads, etc. for use during tutoring sessions.

Networking

- Have staff person - or volunteer - to organize and manage various tutor activities.
- Provide trainings frequently and consistently. Give reminder calls for professional development.
- Arrange informal tutor get-togethers. Provide networking time for volunteers so they can share ideas.
- Provide food, if funding permits.
- Include volunteers in holiday activities/special events.

Personalize

- Let volunteers work in their interest areas. Align strengths with needs.
- Nurture all volunteers and recognize their achievements. Personalize involvement with tutors as much as possible.

- Allow the volunteer to have some personal responsibility and ownership.
- Give new challenges and permission to take calculated risks or try new ideas.
- Thank volunteer instructors frequently! Tell the tutors their time and work is appreciated. Send “Thank You” notes regularly, handwritten birthday cards, 'anniversary' cards and/or holiday cards, commemorating their service with the agency.

“I've had tutors tell me my messy handwriting is more appreciated than the very professional certificates we also send out for anniversaries!”

- Make sure volunteer needs are being met.
- Our tutors appreciate the variety of tasks that we ask them to complete
 - Working individually with a student.
 - Administrative work organizing our materials and books.
 - Working with our case managers to help a student fill out job applications or finding resources, like assistance with housing, clothing, food, or furniture.

“I believe that a large contributor to our tutor retention has been our community building activities, from a tutor email list to coffee and snacks at the class space to our twice yearly celebrations for all students and tutors in the program. The end of year celebration includes small but appreciated tutor thank you gifts, but more importantly it includes recognitions of student gains for every adult learner and this most of all gives the tutors a sense that what they have done is noticed and valued.”

PA Adult Literacy Program Tutor Coordinator

Recognition

- Retention seems to be best when the reward suits the recipient’s personality and need for recognition.
 - For instance, most volunteer tutors are satisfied with recognition in the quarterly newsletter or at the celebration event (via certificate).
 - Some are just embarrassed at any such attention and are satisfied with a phone call or email from their coordinator.
- Recognize volunteers in as many ways as possible.
- By recognizing tutors, you show that your program values volunteer support and it provides a motivation for continuing commitment.
- Recognition should be both formal and informal, including organization-wide events and personal notes and communication.
 - Publish names in newspaper or newsletter.
 - Thank and praise the volunteers frequently.
 - Nominate volunteers for recognition by other organizations.
 - Have an end of the year recognition activity or a formal recognition two times per year.
 - Award gifts, pins, certificates, flowers at recognition events.
 - Tell Board members about a volunteer’s work and accomplishments.

Section VIII: Reporting

Consistent, thorough reports from tutors are critical for numerous reasons. Program administrators clearly want to know what is happening in the tutoring component of the agency, as do funding sources. As the tutor coordinator, you will want to know any challenges and successes the tutor/learner pairs are experiencing and you want to be able to provide any needed support. Each agency has information that must be reported via the e-Data system so there are basic details you must request. Beyond the basics, agencies gather various information from their tutors. This section includes questions for you to consider when collecting reports from tutors and provides a sample online form which TLC can help you customize for your program. You can also read suggestions from other tutor coordinators. You will want to stress to tutors the importance of submission of timely, accurate reports.

Things to Determine

- What information do you need to collect for your agency?
- What data is important to know regarding your tutors and learners?
- How do you want to collect data?
- How do you stress the importance of reporting to your tutors?
- What do you need to report for your funding sources?
- What can you document to demonstrate the effectiveness of your tutoring program?

It is important to remember that you want to have a reason and a use for all the information you collect from the tutors.

Reasons for Reporting and Documentation

- Tutor reports help us understand the learners' progress, their needs, and determine when it's time to post-test.
- The state grant from the Department of Education requires that our agency track student attendance and progress.
- Foundations, which may provide critical operational funding, request service numbers in order to gauge the impact of their investment in our mission. In other words, our funding is greatly dependent on reporting student outcomes.
- Tracking learner/tutor instructional hours helps to plan program, professional development, personnel and operational needs.

- Your agency should use the information from tutor reports to help inform your practice. Tutors should be encouraged to reflect upon their work with learners, report on the learner's attendance and progress, and use the information gathered in planning future lessons. Tutor reporting can be a vital part of an agency's continuous program improvement.
- If possible, create a hard copy, an electronic version, and an online form. You want the form to be user friendly for all of your tutors. Some will be comfortable completing an online form, others may not be.
- Train the tutors on the importance of reporting as well as the actual completion of the form.

Suggestions from Tutor Coordinators ~ Successful Tutor Reporting Tips

Tutors keep a time sheet and examples of work covered with students. Those hours are totaled on the back of our monthly attendance sheet and submitted to our program secretary. They are recorded as tutor pair hours.

Phone calls to report hours or our e-report get the highest response.

We have used the same form for over 10+ years; however, we have just added the following statement to it: If "hours spent with adult learner" are fewer than ten, please explain why. The reason we have added this was because we are trying to make it a necessary component that volunteer tutors must meet at least 12 hours a month to see real progress. We ask our tutors to reschedule cancelled sessions in the same week if feasible. When I look at their monthly reports and see that their meeting sessions are less than 10 hours, without a "good" reason, then I hand it over to our Student Persistence Coordinator, who then contacts the student to troubleshoot the lack of hours.

I have found a reminder email to all of my tutors helps get reports not only in, but also on time, and often early. When I switched to managing a new area, some tutors were not as diligent in submitting their reports. To get everyone on board, I started a contest - the first three reports I received for that month were put in a drawing and that tutor got a \$5 gift card. My tutors were very happy!

Tutors are given a log where they include information about the day and time they were working with the students, what they taught, and what the next steps will be. Periodically, I check the logs to see how things are going and write suggestions if needed. If a tutor should leave us, the log can then be passed on to the next tutor and it gives them an idea about what is needed and what has been tried.

Section VIII: Tutor Evaluation

The field of adult literacy is committed to providing quality instruction to all learners in our programs. Volunteer instructors often work with the lower-level learners with some of the greatest barriers to education and therefore need strong support in providing quality instruction. There are a variety of ways to evaluate tutors, including self, peer and learner evaluation. Observation is another form of evaluation that can be extremely beneficial when the tutor and observer agree on skills to be evaluated and work together to improve those specific skills.

Take a minute to watch this [PowToon video](#) about Evaluating Tutors.

Volunteer Evaluations

Tutor Coordinators should

- Provide volunteers with feedback on their instruction.
- Monitor performance.
- Offer suggestions for change.
- Seek suggestions for ways to enhance volunteer relationships with agency.
- Convey appreciation.
- Make sure the person is still interested in that position.
- Base evaluations on standards of performance and the job description (tutor competencies can be found [here](#)).
- Discuss evaluations/observations with tutor before assessing instructional skills.

Standards of Performance should

- Be coordinated with the job description.
- Be a joint function between staff and volunteer so that each party fully understands the responsibilities included and what is required of him/her.
- Include the following:
 - Work to be done
 - Measurable indicators of whether the work was accomplished
 - Appropriate timelines for accomplishment of the work

Appendix B has several forms which can be used when evaluating or observing tutors and it also includes a self-evaluation checklist to be used by tutors.

Suggestions from Tutor Coordinators ~ Successful Tutor Evaluation Tips

- We have student surveys that are completed annually. I also rely on student and tutor feedback. Tutors submit lesson plans and that's another way to gauge progress and performance.
- There are two ways that I evaluate performance - through monthly tutor log reporting and phone conversations.
- Presently, our evaluation depends heavily on the input from both the students and the tutors. I attempt to keep open communication between the students and the tutors; touching base and discussing the success and challenges of the tutoring sessions. I informally observe the "on-site" tutoring sessions. I read lesson plans from the tutors and provide the tutors with feedback.
- I like the idea of rubrics and peer observation. Rubrics provide a way for tutors to really know and understand program expectations. I also think that peer observation is effective (especially if the rubrics are used as a way for peers to objectively observe others' tutoring styles) as it can provide a less-threatening way for tutors to be given feedback than if I were the one to always conduct the observations. I also think it would build community among the tutors.
- I make sure I observe each tutor at least twice a year.
- Currently, I have built in an area for reflection/self-evaluation on the weekly reporting form for attendance and lesson plans. Some tutors are using this as a space for the students to offer reflection on what has been done, which I think is also helpful. Tutoring sessions are observed and informal conversations with the tutors and students allow for a "finger on the pulse" of progress.

Section X: Summary ~ Volunteer Tutor Management Plan

The publication, [*Planning for Volunteers in Literacy*](#), has an example of a volunteer tutor management plan. This template is great start for tutoring programs; it may include things that are not relevant to you and you may want to add in topics that are not addressed. See Appendix B for the volunteer management plan template. After reviewing the information in this manual you should have a good start on developing a volunteer tutor management plan for your agency.

Appendix A: Sample Job Descriptions

Tutor Job Description Examples

Program A

Adult Education Job Description, Volunteer Tutor Agreement

Qualifications:

- Have a 4-year degree or be enrolled in/actively pursuing a 4-year degree; degree in education or related field preferred.
- Be able to commit to an assigned period of tutor time (usually a semester) for a minimum of 3 hours a week.
- Fill out a Volunteer Interest Form about your experience and availability. Note that additional training may be required depending on professional experience.

Preparation:

- As determined by the coordinator, applicants must have an understanding of/experience with the following or complete training in each area before becoming a tutor:
 - Adult learners in an adult education setting
 - Literacy, ESL, TESOL, and/or foreign language teaching techniques
 - Cultural Competencies & working with people from diverse cultural backgrounds OR addressing barriers of ABE learners
 - Tutoring 1-1 pairs or small groups
- Tutors must also complete the process to become a volunteer as outlined at the initial conference.

Major Responsibilities:

- Teach English as a Second Language to non-native speakers of American English , GED®, or ABE one-on-one or in a small group (not exceeding 6 students) setting.
- Provide a professional, respectful, supportive, and safe learning environment by always meeting with your student as per the agreed schedule (time and place).

- Ensure all assigned paperwork is completed, updated and submitted on time (includes but is not limited to attendance records, progress reports, assessments, activity logs, and goals sheets).
- Guarantee that any use of materials is for tutoring purposes only and must be used according to Program A’s policies and procedures. Any borrowed materials must be returned accordingly.
- Plan meaningful lessons for students that incorporate student needs and goals.
- Communicate openly with the student advisor about any tutoring information, questions, problems, or updates and to notify the coordinator directly if you are prevented from meeting with your student(s) due to an emergency.
- To attend pre-service training and in-service meetings as requested. You may be asked to participate in professional development activities sponsored by our agency or another educational program.

Please initial on the line and sign below. By signing, you acknowledge abiding by all policies and procedures as outlined for you. Failure to follow or complete any of the tutor responsibilities may cause removal from our program.

_____ I have read, understand, and agree to follow my responsibilities as outlined in Adult Education Volunteer Job Description.

_____ I have completed the following steps to become a tutor with Program A’s Adult ESL, ABE or GED program:

Process to become a tutor (office use only):

Date	Completed	Tutor Process
		Volunteer interest form filled out and determination of tutor training needs assessed.
		Information Conference with potential tutor explaining tutor process & training required: <input type="checkbox"/> online tutor training <input type="checkbox"/> packet for partial needs <input type="checkbox"/> waived because of previous experience (skip next step)

		Training is in progress: ____class observation is set for _____
		Training and observation is complete
		Final meeting

____ I understand that any changes to my schedule, including place, time, students in the group, etc. must be discussed with the student advisor, and approved PRIOR to initiating a change.

____ I understand that any questions and concerns may be addressed at any point throughout your term of service to the student advisor. She will be available to provide on-going feedback, advice and encouragement to you on a regular basis. Emergency situations should be referred to the program coordinator.

Signature

Date

Program B

Job Description

Title: TUTOR

Goal: Provide one-on-one free tutoring to adult English-speaking students in Adult Basic Education (ABE), Family Literacy, GED®, and Brush-up programs in the Program B office, public libraries, or another public place for a minimum of 3 hours per week. Tutoring hours are flexible, but must be within our 8:30 – 4, Monday – Friday, work schedule.

Reports to: Tutor Coordinator | phone number | email address

Duties:

- 1) Be prepared to commit to at least 6 months of tutoring with our agency.
- 2) Complete required online Tutor Training.
- 3) Participate in additional in-service training and Tutor Support meetings (minimum of 3/year).
- 4) Meet with your student regularly [on time] for tutoring sessions in a public place.
- 5) Create student-centered, competency-based lesson plans based on TABE results and Individual Diagnostic Profiles.
- 6) Involve students in creating lesson plans and assist them in setting long and short-term goals.
- 7) Review and reinforce learning regularly. (Review any independent work.)
- 8) After each tutoring session, evaluate and report tutoring hours and student progress/achievements.
- 9) Submit monthly evaluations to the Tutor Coordinator.
- 10) Give students sufficient notice if unable to keep arranged meeting times.
- 11) Notify the Tutor Coordinator promptly of any question, concerns, or problems.

Qualifications:

- 1) Four year college graduate, or current college student majoring in Education.
- 2) Dependable, supportive, patient, and flexible.
- 3) Inclined to relate to culturally and economically diverse individuals.
- 4) Able to establish good rapport with students and respond to their learning needs.
- 5) Willing to learn new information and skills.
- 6) Able to speak, read and write English fluently.

Fringe Benefits:

- 1) Satisfaction in knowing that you are making a difference in someone's life.
- 2) Increased appreciation of the differences in people.
- 3) Improved problem-solving skills.

Program C

Volunteer Tutor Job Description

As a volunteer tutor, you will be teaching adult students a variety of literacy and educational skills. Tutors need a strong commitment to see students through their programs and not give up on them. You will be helping them build a ladder of positive experiences and successes – one small step at a time. Program C is here to assist you with whatever you need to make the educational tutoring experience a success.

- Tutors must have a Bachelor's Degree.
- Tutors are required to participate in tutor training, usually 9 – 12 hours per year.
- All program volunteers must obtain FBI, PA State Police, and DHS (formerly DPW) child abuse clearances. Program D will provide the forms and pay for the clearances and postage.
- Tutors will need to sign a Confidentiality Statement. All student and tutor information is confidential.
- All materials and resources are free to the tutor and student.
- Tutors will be matched by the Tutor/Program Coordinator.
- We do not recommend tutors give students rides in their vehicles.
- Tutors are expected to meet face-to-face for a minimum of 3 hours per week. Please be respectful of the student's needs and interests.
- Tutors will provide one-on-one or small group instruction to adult learners.
- Tutors need to keep track of all attendance, hours, including prep and professional development time, and report these on the monthly, Tutor-Student Report Form. Please submit these forms by the 5th of each month.
- Tutors are expected to discuss and help update the student's long and short term goals at each session.

Not every student and tutor match is the right one. You always have the right to ask for a different student if your student is not keeping appointed meetings or is not a good match because of personality factors. We do ask that you try it and see if you and your student will work out well together.

We are grateful to have your help and we are here to support you. If you need supplies, resources, paperwork, or have a problem with your student or schedule, please call or stop by the office so we can assist you. We look forward to working you.

Tutor Coordinator Job Description Examples

Program D Tutor Coordinator Job Description

Position Summary

Coordinates volunteer tutoring program service delivery and assist with the program administration for services to individuals in the community seeking basic adult education tutoring and citizenship classes. This position is responsible for ensuring service delivery adheres to best practices, policies, and guidelines regarding participant involvement, program requirements, and benefits through coordination with volunteer tutors and staff across program activities. This position also plays the key role in the recruitment and matching of tutors and individuals in need of tutoring services and of ensuring program goals are met and a safe environment is maintained.

Essential Functions and Related Duties

(Other duties may be assigned)

1. Essential Responsibility: Program Operation and Administration

Related Duties:

- a. Establish and oversee administrative procedures to meet objectives set by management.
- b. Review and audit all program files in compliance with program and other organizational standards as applicable; hold meetings to review program status and provide direction for quality service delivery; review work of volunteer tutors on an ongoing basis for accuracy and completeness.
- c. Assist with the facilitation of program operations and activity coordination, including but not limited to program setup, implementation, establishment of program service delivery, etc. and support volunteers, participants, and other stakeholders to ensure program goals and objectives are met.
- d. Maintain up-to-date knowledge of tutoring best practices to support the tutoring service offerings and department programs offering educational services related to citizenship.

e. Maintain up-to-date knowledge of community resources available as they relate to the needs of individuals in need of related services, including but not limited to their physical, social, cultural, and transportation or other resource needs in order to support program staff and volunteers in meeting participant needs.

f. Report on overall program status and progress per established guidelines and timeframes.

2. Essential Function: Program Support

Related Duties:

a. Function as program's single point of contact for service administration.

b. Participate as needed across all program operation activities from intake to exit, including participant assessment, training tutors, oversight of tutor lead classrooms, recruiting volunteer tutors, completion of required documentation, and providing coverage as needed for various staff.

c. Articulate and make recommendations to other team members and stake holders on needs of the program and/or participants to meet program goals and outcomes.

d. Communicate progress and provide feedback in both written and oral form to the team, including the submission of required and requested reports.

3. Essential Function: Adhere to and promote the policies and standards of agency, funding source, the business unit and program site.

Related Duties:

a. Be knowledgeable of and follow all applicable regulations, procedures and policies for agency, including but not limited to attendance, training requirements and safety policies and procedures.

b. Be aware of and follow guidelines for all applicable regulatory entities including those applied by the agency and the funding sources.

c. Communicate production/job specific expectations to the client; meet regularly with site management to ensure communication of business needs.

d. Correctly complete and submit all required and requested program documentation.

Program E

Job Description: Tutor Coordinator

Responsible for coordinating tutor-student pairs and groups.

Reports to the Adult Education Director.

MAJOR DUTIES AND RESPONSIBILITIES

- Work 15 hours a week coordinating tutor-student pairs and groups
- Collect and maintain intake data on tutors and tutoring students
- Administer state-approved pre and posttest assessments to tutoring students
- Keep electronic/paper files on tutors/student matches
- Communicate with the Student Advisor and Instructors for tutoring referrals
- Advise tutors on student curriculum and assist in collecting supplemental materials to help students meet their goal(s)
- Collect monthly tutoring hours
- Collect monthly lesson plans/reflections
- Be familiar with and visit tutoring sites to address assessment, tutor, and student issues
- Meet with tutors for bi-monthly professional development sessions
- Provide Education Director with bi-weekly status reports
- Be proficient in MS Office Suite
- Have flexibility to meet tutors and students in the morning, afternoon, or evenings
- Have great organizational skills
- Maintain general awareness of Keystone programs and services available in order to refer students

QUALIFICATIONS

Requires a BS Degree in Education or equivalent experience. Must receive Criminal Background checks.

Program F

Adult Education and Workforce Development Program

Position Description

POSITION TITLE: Tutor Coordinator

OBJECTIVE:

The primary role of this position is to select, train and supervise tutors. The Tutor Coordinator provides leadership development and training resources for tutors. Also, the Tutor Coordinator will work collaboratively with the School Coordinator, ESL Case Manager, Registrar, and the Adult Learners.

EDUCATION AND EXPERIENCE:

- Bachelor's Degree required, Master's Degree is preferred.
- Minimum of two (2) years experience in ESL classroom-based or small group instruction
- Experience in the field of Adult Basic Education, English as a Second Language preferred; bi-lingual Spanish/English language skills preferred.
- Valid driver's license and access to an automobile and current FBI, Child Abuse, Criminal and Record History clearances required.
- Ability to establish and maintain effective working relationships with students, tutors, staff, and the public.

REPORTS TO: Program Director & Program Coordinator

PERFORMANCE ACCOUNTABILITIES:

1. Recruit, interview, manage, and volunteer tutors.
2. Conduct orientation for new tutors biannually.
3. Assign and support tutor-student pairs/groups
4. Supervise and mentor tutors, monitor student progress, provide support.
5. Provide professional development opportunities and resources for tutors to support tutor retention.
6. Track tutor attendance to ensure tutors are meeting minimum expectation of 3 hours of instruction per week.
7. Encourage tutor lesson preparation and regular assessments of student progress.
8. Submit required agency data collection and progress reports monthly.

9. Participate in Tutor of Literacy of the Commonwealth (TLC) tutor coordinator professional development activities.
10. Confer with tutors to make referrals to case managers on a regular basis.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for extended period of time
- Lifting, carrying, pushing, pulling 35 pounds
- Ability to kneel, crouch, bend and reach to retrieve and handle teaching materials and supplies
- Moving fingers and hands in a repetitive manner
- Ability to speak clearly and distinctly when communicating
- Hearing clearly
- Adequate vision to perform duties

The information contained in this job description is for compliance with Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

This is a part-time temporary position, which will be assessed and approved on a year to year basis. Hourly rate, work schedule, evaluation and other conditions of employment are in accordance with current salary schedule and applicable policies.

APPROVED BY THE SUPERVISOR:

DATE:

REVIEWED BY THE INCUMBENT:

DATE

Appendix B: Blank Forms

Professional Development Checklist

This checklist can be used when developing professional development (PD) opportunities for tutors. Try to address as many of the items as possible to provide effective PD that will best meet the needs of the adults being tutored.

An activity is most likely job-embedded professional development if...

_____ *Content of learning is grounded in day to day teaching practice.*

_____ *Learning is designed to enhance instructor's content-specific instructional practices.*

_____ *Intent of learning is to improve student learning.*

_____ *It is primarily school or classroom/tutoring environment based.*

_____ *It is integrated into the work day.*

It makes direct connection between learning and application in daily practice because:

- _____ *• Instructors assess authentic and immediate problems of practice (identify learner needs).*
- _____ *• Instructors determine solutions for authentic and immediate needs of learners.*
- _____ *• Instructors apply solutions to identified needs.*

_____ *There is alignment with continuous improvement of program.*

_____ *It is part of continuous improvement of instructor.*

_____ *Process is shared.*

_____ *It is ongoing.*

_____ *There is active instructor involvement.*

_____ *It is aligned with state standards.*

"The closer the learning activity is to the actual work of teachers in classrooms with their current students, the more job embedded it is."

*Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well"
Issue Brief, April 2010*

Report Forms

Example of OPTIONAL Professional Development Information to Gather from Volunteer Instructors

Description of Activity		How did your instruction change as a result of the activity? <i>(i.e. Did you apply a new teaching technique? Did you change the format of your session?)</i>	How was the learner impacted by the change in your instruction and how was the impact measured? <i>(i.e. Was the learner able to do something at the end of the session that he/she was unable to do at the beginning? Did he/she demonstrate a better understanding of the lesson?)</i>	How did you share the experience with peers? <i>(i.e. Did you post it on a blog? Write a newsletter article? Have a conversation with peers? Talk to your coordinator? Discuss it during a group sharing session?)</i>
Activity, Brief Description and Reflection <i>(i.e. webinar, meeting, independent study, conversation, book study, training, research, online course, etc.) Was this activity beneficial? Were there any obstacles or successes associated with this activity - in either your instruction or the learner's performance?</i>	Length of activity <i>(amount of time spent doing the activity)</i>			
Example 1: I participated in an online course on tutoring adults with learning differences. The course gave me insight into problems some adults may have and it gave me a better understanding of the variety of ways that I can adapt my instruction based on the needs of the learner.	6 hours	The adult whom I tutor often says he has trouble reading; we used a colored transparency sheet over his reading and made the print larger.	The learner was able to read the words more fluently and he didn't lose his place nearly as often as he did without the sheet.	At our monthly tutor support group I shared the experience and suggested they try something similar if they had a learner who was struggling with reading.
Example 2: I went online and researched the topic multiple intelligences and how it affects learning. My learner was having trouble demonstrating her understanding of concepts but she is very artistic so I wanted to see if there might be another way to tap into her obvious intelligence and help her demonstrate her knowledge. It was very difficult to sort through all of the information available online though and I had a hard time narrowing down the information I found.	2 ½ hours	I asked the learner to visualize and draw word problems as we were doing them. We had never approached word problems this way.	The learner was able to draw pictures based on the word problem and as a result she was able to determine the correct answer with each problem we tried. After a month she successfully completed an entire handout of word problems that I had created based on her interest in cooking.	I wrote a short article for our tutor newsletter about multiple intelligences and how to build on them to improve learning.
Example 3: I attended our monthly tutor support group and asked if anyone had any suggestions for me about my tutoring sessions – the learner is so easily distracted and I have a hard time keeping him focused. I asked if anyone had any suggestions for working with him and keeping his attention.	30 minutes	A participant suggested I change the location of our session so I moved from a room with a window to a room with no windows and few distractions on the wall, etc.	The learner had a much easier time focusing. Seldom did I have to remind him of what we were doing. He said it was easier for him to pay attention! By the end of the month he was focusing with 1-2 reminders per session instead of 10 – 15!	I posted a comment on the tutor sharing blog about the success we had moving to a room with fewer distractions.

Blank ~ OPTIONAL Professional Development Information to Gather from Volunteer Instructors

Description of Activity					
Activity, Brief Description and Reflection <i>(i.e. webinar, meeting, independent study, conversation, book study, training, research, online course, etc.)</i> Was this activity beneficial? Were there any obstacles or successes associated with this activity - in either your instruction or the learner's performance?	Length of activity <i>(amount of time spent doing the activity)</i>				How did your instruction change as a result of the activity? <i>(i.e. Did you apply a new teaching technique? Did you change the format of your session?)</i>

A sample online tutor report form can be viewed [here](#) or by clicking on the image below. Feel free to submit sample answers in order to see the entire form. If you are interested in an online form, TLC can help you adapt this one, or create a new one, for your agency. The image is followed by a hard copy of the same questions asked on the online form.

Online Tutor Report Form

The questions on this first page apply to ALL tutors ~ both those working with one learner and those working with multiple learners.

*** Required**

1) Tutor First Name *

2) Tutor Last Name *

3) Month of Report *

4) How many hours did you spend PREPARING for your tutoring time this month? *

5) What did you do in preparation for your tutoring time this month? Please select any activities you did to help guide your instruction and lesson planning.
Choose all that apply. (If you choose Other, please specify.) Remember, this question applies to tutors working with one learner or multiple learners.

- Independent research, online
- Independent research, library, journals, etc. NOT online
- Meeting with group of peers
- Online course
- Face to face training
- Meeting with supervisor, peer and/or mentor
- NA
- Other:

6) If applicable, why did you choose to participate in the activity identified above?
Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.

- I identified a need of a student(s) or a student told me of a need, i.e. student told me that words moved on page when reading
- Results of standardized tests
- Results of informal assessments
- Student(s) indicated interest in a new or emerging goal

**Online Tutor Report
Form ~ Word Version**

Program Name:

1) Tutor First Name: *

2) Tutor Last Name: *

3) Month of Report: *

0-3	3-6	6-9	9-12	>12

4) How many hours did you spend tutoring this month? *Please indicate only the time that you were in actual tutoring sessions with the learner. **

5) What did you do in preparation for your tutoring time this month? *Please select any activities you did to help guide your instruction and lesson planning. Choose all that apply; if you choose "Other", please specify. Remember, this question applies to tutors working with one learner or multiple learners.*

Independent research, online	
Independent research, library, journals, etc. NOT online	
Meeting with group of peers	
Online course	
Face-to-face training	
Meeting with supervisor, peer and/or mentor	
NA	
Other, please specify:	

6) If applicable, why did you choose to participate in the activity(ies) identified above? *Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.*

I identified a need of student or the student told me of a need, i.e. student told me words moved on page when reading	
Results of standardized test	
Results of informal assessments	
Student indicated interest in a new or emerging goal	
Conversation with peer	
Significant change in life/lives circumstances of learner(s)	
Other, please specify:	

7) If applicable, what did you do differently as a result of activity(ies) you completed? *Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.*

Implemented a new instructional technique or strategy	
Stopped using an instructional technique or strategy	
Started using new material(s)	
Stopped using material(s)	
NA	
Other, please specify:	

8) If applicable, please indicate how you shared your experience with others. *Choose all that apply. Remember, this question applies to tutors working with one learner or multiple learners.*

Conversation	
Wrote an article for a newsletter	
Posted a comment on a blog or other online forum	
Shared with a small group of peers	
Presented a workshop	
NA	
Other, please specify:	

9) Please take a moment to share your reflections on the tutoring sessions for this month.
This can include highlights, low points, challenges, successes, etc. that occurred during your tutoring sessions.

10) If there is a topic or tutoring situation about which you would like further information, please provide details below. *For example, you would like to learn more about providing reading instruction to an ESL learner who is not literate in his/her native language.*

11) If you indicated you would like further information please respond to this question and provide your email address.

I would like to be contacted by my program.

I am not requesting any follow up at this time.

Email address:

12) Are you completing this form for more than one learner?

Yes

No

Answer the following questions 1-1 through 1-5 for each learner.

1-1) Learner Name: First Name, Last Initial)

*

≤ 1	Btn 1&2	Btn 2&3	> 3	NA	Other specify

1-2) How many hours did you spend preparing for tutoring this month?*

1-3) What is/are the long term goals of the student whom you tutor? *Choose all that apply.* *

Obtain a GED	
Get a driver's license	
Read a book to a child	
Get a job	
Get a better job	
Attain postsecondary degree	
Attain certificate	
Other, please specify:	

1-4) What is/are the short term goals of the student whom you tutor? *Choose all that apply.* *

Independently fill out a job application	
Complete application form for driver's permit	
Write a letter	
Write a shopping list	
Retain employment	
Obtain job promotion	
Enter GED program	
Achieve citizenship	
Register to vote	
Vote for the first time	
Help child with homework	
Increase contact with child's teacher	
Read more to child	
Obtain a library card	
Attend classes regularly	
Complete homework regularly	
Pass the CDL test	
Read a newspaper article	
Make a budget	
Learn basic computer skills	
Write a thank you note	
Consistently notify tutor of absences	
Other, please specify:	

1-5) If applicable please indicate the impact that your change in instruction (potentially) had on the learner whom you tutor. *Choose all that apply. Please note, learner achievements may not occur every month; goals may range from writing a name to obtaining a GED. Please state achievements of all goals: short or long term.*

Achieved short term personal goal	
Achieved short term educational goal	
Achieved long term personal goal	
Achieved long term educational goal	
Achieved short term employment goal	
Achieved long term employment goal	
Gained employment	
Maintained employment	
Entered post-secondary education or training	
Obtained a secondary diploma or GED	
Increase within an EFL (educational functioning level)	
Increase an EFL (educational functioning level)	
Continued attending tutoring sessions – demonstrated persistence	
Maintained focus and/or interest during tutoring sessions	
NA	
Other, please specify:	

Evaluation Forms

Learner-Centered Instruction Checklist

Is your tutoring style learner-centered? This can be completed by the learner or the tutor.

Does the adult you tutor think your tutoring is:	Yes	No	Sometimes
relevant to his/her goals?			
applicable to his/her life? (useful to him/her outside of the tutoring session?)			
interesting?			
related to his/her goals?			
influenced by his/her input?			
related to his/her previous knowledge?			
inclusive of him/her as a partner in the determination of content and teaching techniques (including materials used)?			
respectful of his/her feelings, beliefs, and values?			
done in a safe environment (both physically and psychologically)?			
different from the traditional educational classroom?			
fun?			
designed to get him/her closer to self-sufficiency?			
flexible and responsive to his/her changing needs?			
considerate of his/her learning style(s)?			
considerate of his/her multiple intelligences?			
based on his/her strengths?			
designed to address his/her barriers?			
useful to him/her as a family member?			
useful to him/her as a community member?			
useful to him/her as a worker?			

The more “yeses” that you have, the closer you are to providing learner-centered instruction to the adult learner you tutor.

Huerta-Macias' (1993) definition of learner-centered instruction - an approach that "involves collaboration between teachers and learners; through ongoing dialogue they determine the content of the curriculum and the learning objectives. This approach focuses on learners' real-life needs. "

Huerta-Macias, A. (1993). Current Terms in Adult ESL Literacy. Eric Digest. Washington, D.C.: NCLE, Center for Applied Linguistics.

Tutor Observation Checklist (based on Tutor Competencies)

Prior to observing a tutoring session meet with the tutor to discuss what he/she would like you to observe and provide feedback on. During the observation, focus on the sections and statements in this checklist that pertain to the tutor's request. This checklist is based on the [tutor competencies](#).

Strongly Agree = 5 Agree = 4 Neutral = 3 Disagree = 2 Strongly Disagree = 1
Not applicable = NA

	5	4	3	2	1	NA
1. Tutor demonstrated beliefs, behaviors and practices that are supportive of adult learners.						
• Fostered learner-centered instruction.						
• Demonstrated empathy, patience, and support.						
• Demonstrated cultural awareness and sensitivity.						
• Addressed learners' with learning difficulties.						
• Accommodated adult learners' multiple learning styles.						
• Understood demands of adult roles and responsibilities as workers, parents, citizens.						
2. Tutor modeled instruction in a manner conducive to learner interaction.						
• Encouraged learners to share their knowledge and skills.						
• Acknowledged and utilized the knowledge that adults bring to learning.						
• Encouraged adult learners to voice their opinions.						
• Modeled the sharing of knowledge and skills.						
3. Tutor modeled reinforcement of positive attitudes toward learners' potential for success.						
• Held high expectations for learner achievement.						
• Challenged learners to go beyond their perception of their own limitations.						
• Met learners where they are and fostered their potential for change and growth.						
• Developed within each learner a sense of his/her talents, progress and ability.						
• Encouraged adult learners to practice self-evaluation and strive for continual improvement.						

4. Tutor indicated proficiency in the subject area in which he/she provided instruction.						
• Demonstrated knowledge of current materials appropriate for adults.						
• Demonstrated knowledge of current methods appropriate for adults.						
• Used current methodologies and procedures specific to the content area.						
5. Tutor taught ways to design instructional plans.						
• Utilized a learning plan - was prepared.						
• Used bias-free language and materials.						
• Utilized an appropriate variety of instructional techniques.						
• Organized a sequential plan of instruction - was organized.						
6. Tutor modeled encouragement of critical thinking.						
• Motivated learners to solve problems.						
• Related learning opportunities to current concerns and issues.						
• Used questioning techniques to stimulate critical thinking.						
• Encouraged creative thought and expression						
7. Tutor demonstrated methods and tools used for informal assessment.						
• Continually checked for learning.						
• Informally assessed learners' understanding.						
• Used the results of informal assessment to modifying presentation.						

What I like most about the session:

Based on the conversation with the tutor prior to the observation, I feel the tutor could benefit from:

Tutor Self-Evaluation Checklist

(Adapted from The Learning Source for Adults and Families, Aurora, Colorado)

Tutors, self-evaluation is an important aspect of your tutoring experience. You may reflect on a tutoring session and review what was good, what needed improvement and what you plan to change the next time.

An ideal source for feedback is your learners. Again you may ask for a general response from them or you may use a formal evaluation. Students should always be encouraged to let you know what works best and what they liked or didn't like.

Other tutors or staff may be willing to observe and share their thoughts with you. This is best done when specific items are evaluated and discussed. You can write out a list of specific questions or points you want your observer to watch for or use a formal evaluation form. You also may choose to observe other tutors to see their methods and teaching styles.

The following list of questions may be used as a guide for evaluating yourself. It is useful to regularly ask yourself these types of questions.

- Did I have a lesson plan?
 - If so, how closely did I follow it?
 - How was it useful?
- To what degree did my students(s) help plan the lesson?
- How did I make good use of our time together?
- Did I use a variety of activities?
- Could something have been improved or omitted? If so, what?
- Were the materials I chose relevant and motivating?
- Did I use materials besides the core texts?
- Did I incorporate activities that used different learning styles?
- What was particularly successful?
- What could I have done differently?
- Did I give positive reinforcement and motivation?
- What made the tutoring fun and enjoyable?
- Did the session end on a positive note?
- What will need review or additional practice?
- What are the plans for the next session?

Volunteer Tutor Management Plan Template

NAME, ROLE AND DATE:

AGENCY:

After you have assessed your program's need for volunteers and decided to develop a volunteer management plan, the following steps can help you turn your management plan into an action plan.

Please answer the following questions to develop your volunteer management plan. You will submit this completed document in Section 10 ~ Reflection, Review and Wrap Up. Your answers should include things you are already doing as well as things you plan to do in the coming months.

1. What program areas of need will be filled by volunteer instructors?
2. What are the characteristics of the tutors who can meet those needs?
3. What are some ways to recruit volunteer instructors (experienced and inexperienced)?
4. How do you support the ongoing process of professional development for the tutors in your agency?
5. What kind of orientation and training might you need to provide to tutors, and how will you provide it?
6. What are some ways to integrate volunteers and staff through team-building (or other) strategies?
7. How can you recognize tutors and provide incentives for their participation?
8. How will you handle tutor reporting and documentation (frequency, form of report, etc.)?
9. What data will you collect about your volunteer program and how will you collect it?
10. How will you evaluate the quality of instruction and the effectiveness of the tutors in your agency?

Adapted from [Planning for Volunteers in Literacy, Section 7, Supervision and Management of Volunteers](#), page 112,
Template M

Appendix C

Professional Development for Adult Literacy Tutors

Dr. Sheila Sherow

What is professional development? Within the field of adult literacy, professional development usually refers to training activities available to administrators, teachers, tutor trainers, and tutors; some trainings are mandatory, others are optional. Historically, the bulk of professional development was received through single-session workshops with tutors usually attending a pre-service workshop.

Research, however, defines high-quality professional development as more than a single training, or sporadic attendance at random - albeit interesting - workshops. Rather, it is the continuous and systematic improvement and broadening of knowledge and skills necessary for the effective performance of professional duties. It should be viewed as essential to professional success, not as an adjunct to professional duties.

It is important to acknowledge that the research on professional development for adult literacy tutors is limited; however, much can be learned from research that has targeted the professional development of teachers. Research has consistently indicated that the teacher is the most important factor in student achievement. In the field of adult literacy, this includes both teachers and tutors, as tutors are often adult learners' only teacher and the single most important factor in the learners' achievement. As such, professional development for tutors is as important as it is for teachers. What we know about the knowledge and skills teachers need to help students learn can help us do a better job of preparing tutors for working with adults with diverse learning needs.

It is also of value to recognize that the role of the tutor is challenging for other reasons, as well. Tutors work part-time as volunteers, yet they are often paired with adult learners who require highly individualized basic skills instruction that incorporates multiple instructional approaches. It is important to emphasize that teaching basic skills can be as, or more,

difficult than teaching higher-level skills, and lower-level students are more likely to have learning difficulties.

According to Smith and Gillespie (2007), we can increase adults' learning gains only if we improve the effectiveness of our adult literacy teachers, which includes tutors. The research clearly suggests that high-quality professional development can help tutors, like teachers, be more effective. Not only will this have a positive impact on adult learner outcomes, but tutor retention will also improve as tutors' feelings of self-efficacy and satisfaction increase due to the success they experience as they make significant differences in learners' lives.

Best Practices for Tutors

The very best practice is always striving to be a better tutor. With regard to tutoring, it is vital for tutors to identify and use the most effective, best teaching practices for each learner being tutored. The critical fact is that there are not only best practices, but also worst practices, and the differences between them, in terms of learner success, can be significant.

Effective teaching (tutoring) practice cannot be separated from teaching/learning theories that tell us *why* those practices work. Many tutors dislike hearing about theories – they would rather be told what to do in simple terms. But, if they don't understand the theory, they will have a difficult time individualizing the practice to fit the needs of learners and determining if they're doing it well or if it is working.

The best teaching practices are the best because they are better than other practices – this means that they get better results under specified conditions. They also change with new research findings and theories. So, high-quality tutor professional development is a necessity if we are to provide learners with what they deserve - the most effective tutoring possible.

Tutors as Learners

In order to develop and provide high-quality professional development, we need to understand tutors as learners. Joyce (1983) proposed five interesting categories to describe teachers as learners, which we can apply to tutors.

- *Omnivores* are tutors who seek out and actively use every available source of information and professional development opportunity. They are highly motivated and self-directed problem solvers.
- *Active consumers* are tutors who seek out and use information, and participate in professional development within a particular area. They, too, are highly motivated and self-directed, but may need encouragement to expand their areas of expertise.
- *Passive consumers* are tutors who attend professional development opportunities that are presented to them, but they do not seek them out. They may or may not try new ways to provide effective instruction, and rarely engage in self-directed problem solving.
- *Entrenched tutors* are suspicious of change, and participate in professional development only in areas where they already feel successful. They may actively or surreptitiously oppose new ideas. Research indicates that they may feel they are more knowledgeable and effective than they actually are.
- *Withdrawn tutors* are actively opposed to engaging in professional development opportunities. We need to try to understand why they are opposed to professional development, and we must be ready to replace them, if they refuse to learn and implement effective tutoring practices.

Joyce's categories suggest that not all tutors are motivated to learn new ways of teaching adult learners. So, what do we do about tutors who are unlikely to want to change their practices through professional development? A first step is to try to understand what motivates tutors to engage in professional development. Fuller and Brown (1975) identified three types of *concerns* that pertain to teachers' feelings about their effectiveness. If we apply these concerns to tutors, we can use them as possible reasons why tutors might want to participate in professional development.

- **Self-survival concerns:** Having adequate knowledge, finding one's place in the agency, and satisfying others' expectations of them. These concerns might be those of newer tutors.
- **Task concerns:** The ability to plan and deliver instruction, and handle administrative work.
- **Impact concerns:** The ability to meet a student's individual needs and provide an environment that increases a student's motivation to learn. Experienced tutors are more likely to be concerned about impact.

However, studies have also found that concerns change over time – suggesting that, as tutors change their practices by adopting new attitudes and strategies, they develop different types of concerns. Linking the content of professional development to tutor concerns is one way to motivate active participation in ongoing professional development.

Teacher Self-efficacy

The research on teacher self-efficacy can also help us better understand tutor concerns and what will motivate them to participate in professional development. Research has found that teachers are more likely to adopt new practices as a result of professional development if they believe they can be successful as teachers – in other words, if they can increase their feelings of self-efficacy. However, some teachers perceive themselves as highly competent and don't believe they need to adopt new practices; consequently, they are less motivated to learn and try new instructional strategies. New teachers, on the other hand, often have low levels of self-efficacy, which translate into questions about whether or not they can be successful as teachers. If they believe professional development can help them develop the skills necessary to be effective, they are likely to participate and increase their level of self-efficacy.

Smith (2003) found that stronger motivation to attend professional development was related to teacher change, which, in turn, had a positive impact on student outcomes. Researchers agree that teachers who implement a new practice, as a result of professional

development, show an increase in perceived self-efficacy when they see that the new strategy has worked. Research has also indicated that teachers increase their level of self-efficacy proportional to the duration of professional development. Again, we can apply this to professional development for tutors.

When we think about motivating tutors to actively engage in ongoing professional development opportunities, we also need to consider the perceived value, as defined by impact, of tutor training. Research indicates that teachers believe professional development activities significantly improve their teaching only if followed by supporting activities and training (NCES, 2001). If tutors fail to see improved outcomes as a result of professional development, their motivation to participate in ongoing training will diminish.

High-Quality Professional Development

So, what is high-quality professional development for tutors? The short answer is that high-quality professional development changes tutor practices in a way that increases adult learner outcomes. After all, that is the ultimate goal.

Research indicates that the type of professional development is not as important as the amount and quality of professional development teachers/tutors attend – in other words, the type of training can vary, as long as it has the following features of high-quality professional development.

- Has a strong connection to practice.
- Is based on analysis of student performance data.
- Presents research and theory as the foundation of effective practices and instructional strategies.
- Is ongoing and of longer duration.
- Is continuous and builds on previous learning.
- Includes modeling and provides tutors with opportunities for guided practice of newly learned strategies with feedback.

- Includes independent, follow-up, job-embedded activities and practice.
- Provides follow-up assistance and support while tutors apply newly learned strategies to practice.
- Has a strong emphasis on reflection and helps tutors develop a way of looking at their own practice by analyzing, adapting, and always challenging their assumptions, while learning from one teaching situation to inform the next teaching situation.
- Encourages collaborative learning activities among teachers and tutors.
- Encourages the sharing of concerns among teachers and tutors.

It is important to acknowledge that pre-service tutor training is necessary, but is not sufficient. New tutors cannot learn all they need to know in a few hours, nor can they be expected to successfully implement everything they learn without continuing guidance, practice, and support.

Professional Development for Reading Instruction

Reading serves as the major conduit for all learning (Podhajski, Mather, Natan, & Sammons, 2009). Each stage of the reading process requires intensive professional development that explains the research-based reasons for recommended practices – the goal is to equip teachers with the knowledge and skills necessary to meet students' diverse and changing reading needs. Yet, research reveals that many teachers are underprepared to teach reading and have limited knowledge of the structure of the English language.

When tutors work with beginning adult readers, their ability to provide effective reading instruction is of paramount importance. Tutors need to understand how language works at the levels of sound, word, sentence, and text. They need to be able to

- a) Organize and sequence information for instruction
- b) Choose the best examples of words for teaching sound-letter relationships
- c) Use knowledge of word parts to explain spelling
- d) Integrate word study into meaningful reading and writing activities
- e) Interpret and respond to student errors (Moats, 1995).

Yet, research indicates that teachers of struggling readers have reported that their limited knowledge of how to teach word recognition skills and phonics is a major obstacle to their instruction (Bos, Mather, Silver-Pacuilla, & Narr, 2000), and researchers' direct observations further substantiate that teachers spend minimal instructional time teaching students various word recognition and analysis skills (Juel & Minden-Cupp, 2000). These findings reveal that a substantial gap exists between research-based reading instruction and how prepared teachers and tutors are to implement those research-based practices (Moats & Foorman, 2003). These findings also indicate a need for high-quality professional development to prepare tutors to teach reading skills.

We cannot rely on tutors to tell us they need professional development in reading because researchers have found that teachers may believe they are more knowledgeable and prepared for teaching reading than they actually are. In fact, a 2004 study (Cunningham, Perry, Stanovich, & Stanovich, 2004) found that the teachers who reported that they were experts in phonemic awareness had a more difficult time counting the number of phonemes in words than the teachers who indicated that they had minimal skills in this area. The researchers concluded that teachers tend to overestimate their reading-related knowledge, which may make them less likely to participate in and implement new ideas from professional development. In another study, Bell, Ziegler, and McCallum (2004) obtained similar results, finding little relationship between teachers' actual knowledge of reading instruction and their self-ratings of their knowledge and competence.

Professional Development for Writing Instruction

Writing is important in daily life, as a family member, as a worker, and as a citizen.

Research tells us that writing can be taught. Tutors need to know research-based strategies to teach adults the process of writing, and the *hows* and *whys* of writing opinions pieces and arguments, expository/informative pieces, and narratives – especially for those learners working toward earning their GED® certificate.

Professional Development for Math Instruction

Adult literacy learners need basic math skills to perform daily life tasks, to pass the GED®, and to qualify for jobs and postsecondary education and training. Yet, studies of adult education professional development have found that adult educators rank math instructional strategies last or near last in training requests, and do not see math as a high priority area for professional development (Sabatini et al., 2000).

Professional Development Challenges

While the research is quite clear regarding the need for high-quality tutor professional development, the following challenges must be addressed:

- Many tutors have very little previous training or experience related to teaching adults, yet they have part-time volunteer status, which makes it difficult to participate regularly in professional development activities or for extended periods of time.
- Tutor turnover is high, which requires ongoing tutor training at all levels.
- Tutors are often matched with adults who have learning challenges.
- Tutors are often required to teach in multiple subject areas, which means trainings need to cover all subject areas.
- Professional development opportunities are not always offered locally, which requires tutors to travel or participate virtually.
- Tutor trainers need to understand the material in order to teach it effectively.

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