LITERACY NETWORK

The Literacy Network
Guide for Tutors

LitNet's Ideas and Activities for Getting Started

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Thank you for volunteering with LitNet!

Our Vision
An engaged, welcoming, and literate Berkshire Community.

Our Mission
To transform the lives of adult learners, both immigrant and U.S.-born, through the power of literacy, education, and advocacy.

Our Core Values
We believe everyone has a right to an education.
We believe in the power of literacy to transform lives.
We believe challenges in life and learning should be met with patience and flexibility.

The Literacy Network provides free, individualized, one-to-one instruction in reading, high-school equivalency test preparation, ESOL (English for Speakers of Other Languages) at all levels, and citizenship preparation. Our professional staff and team of volunteer tutors offer educational support and promote access to a network of community resources.

The Literacy Network was founded in 1991 by reading and learning disability specialists Zoë Dalheim and Peg Smith in partnership with the Lee Library Association. In 1995 we became an independent, 501(c)(3) organization.

Since 1991, volunteer tutors have provided adult learners in the Berkshire County area, both immigrant and U.S.-born, with free, individualized tutoring. LitNet seeks to give adults the tools they need to succeed in their jobs, support their families, and engage with the local community. The organization currently serves more than 180 learners from over 30 countries.

Our organization is privately funded, sustained by generous donations from individuals, businesses, grants, and foundations. We offer various fundraising activities throughout the year to ensure that we can advance our educational mission and remain visible as an important local resource in the community.

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The Literacy Network Team

The LitNet Education Team consists of the Executive Director, the Director of Tutoring, and the Grants, Communication & New Initiatives Coordinator. The office staff consists of the Development and Operations Manager, and the First-Generation College Coordinator.

The education team members

- Welcome new learners and tutors
- Discuss the responsibilities of both the learner and tutor
- Assess language levels, discuss goals, and match learners with appropriate tutors
- Recruit, train, and support tutors
- Provide learning materials and suggestions
- Recommend teaching sites
- Resolve any issues between learners and tutors
- Refer learners and tutors to other social service agencies
- Develop programs, events, and other activities for tutors and learners

Tutors

The LitNet tutor community is a growing network of volunteers from a variety of backgrounds. Some are professional educators; many are not. The only requirement for being a tutor is dedication to helping change lives in positive and personalized ways.

We ask that tutors

- Meet with the Director of Tutoring for brief orientation sessions
- Attend tutor training and tutor workshops
- Meet with their learner at a mutually convenient site and time for at least one hour each week
- Develop weekly lessons
- Communicate with the LitNet staff about concerns regarding attendance or other changes in the tutor/learner relationship
- Submit brief, quarterly update reports

How Does LitNet Tutoring Work?

How do we make matches?

After making an initial inquiry, a new learner meets with the Director of Tutoring, who assesses the new learner's skills and goals and then contacts a volunteer who shares interests and availability with the new learner. LitNet provides training, materials, and learning strategies for the volunteer.

> *"There is something to be said for how a tutoring relationship is different from a teacher-student relationship. Tutors can serve as mentors, supports and advocates who can help learners feel more confident and stable."*
> *~(Amanda)*

How do we support tutors?

The LitNet education team is always available to support both you, the tutor, and the learner with resources, lesson plans, and suggestions. The Director of Tutoring will have met with your learner and tested them using Best Plus (see more information on page 21.) The results of this evaluation will be shared with you. In addition, LitNet is happy to connect you with an experienced tutor-mentor for more support. Every learner signs a learner agreement to confirm their commitment to the LitNet program. See this agreement on page 23.

Where and when does tutoring take place?

We suggest weekly meetings at a regularly scheduled time and place. Most tutoring takes place at local public libraries, but any public venue is fine: coffee shops, parks, community centers. The Susan Weintraub Tutor Resource Center at the LitNet office is also available by appointment for all tutor-learner partners. If either person is going to be away for more than a week or two, we suggest remote meetings. With good communication, tutors and learners can sustain meaningful work with little interruption.

LitNet's policy is not to meet in the home of a tutor or a learner.

How important are tutors?

Tutors are the heart of the organization! The Literacy Network board of directors, staff and learners appreciate your generosity and dedication more than we can ever express. Thank you! We owe every success to you.

Working with Adult ESOL Learners

Many ESOL Literacy Network learners are initially interested in improving their understanding of English and their comfort in exchanging basic, routine information. Others work with tutors to prepare for goals including readiness for college courses, preparation for professional licensing exams, or improvement of work-related language. The LitNet education team will help you with materials and advice about how to meet your learner's goals.

> *"Be patient with your student and yourself. Don't be surprised if initial progress is slow." ~(Pam)*

The key to a successful adult learner-tutor relationship is to establish a friendly and trusting partnership, where both people are happy to spend time together learning from each other.
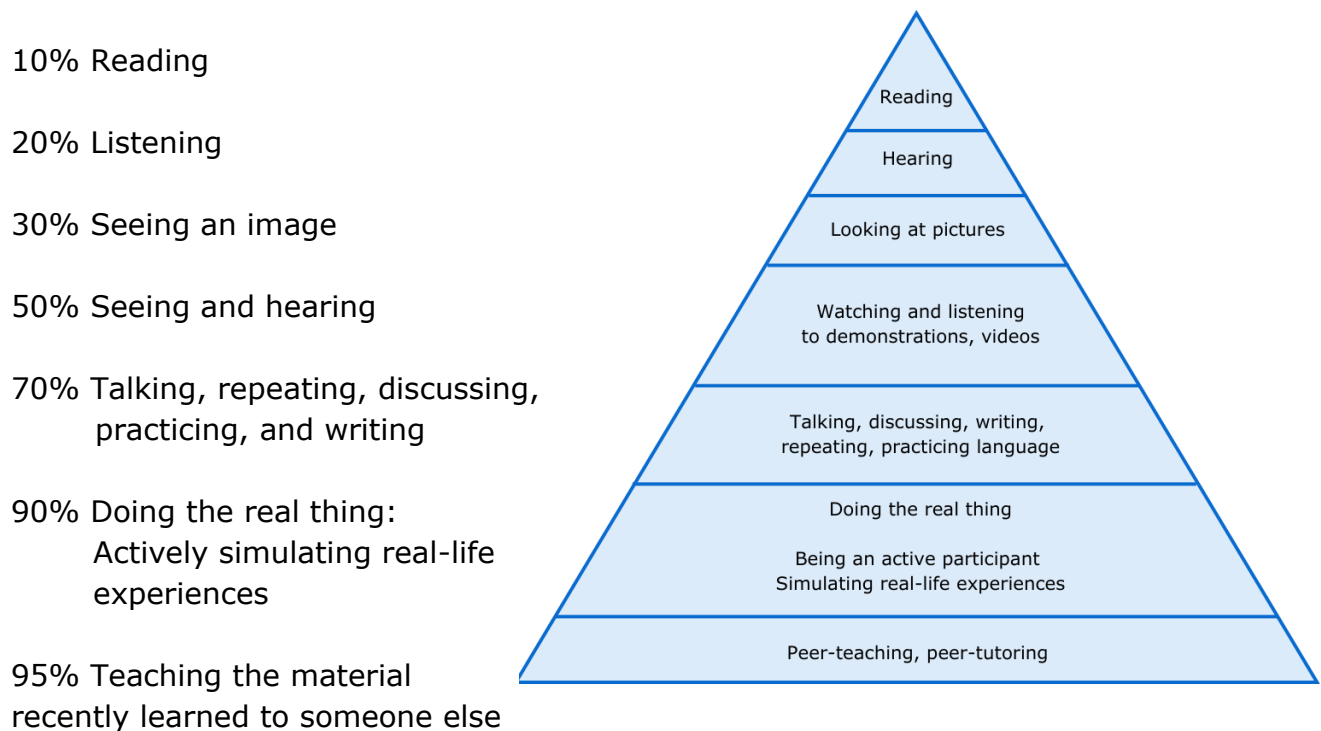
Many adult learners are goal-oriented, although those goals may be quite general (to learn English, to get a better job.) Many LitNet learners have degrees and accomplishments that aren't recognized in the United States. It's important to remember that learners who come to LitNet show courage and determination by asking to study with you.

Active Learning

Learning theories have consistently emphasized the power of *active learning*, which includes talking, acting, and discussing ideas together, allowing learners the time to think and express themselves. The following diagram illustrates how active learning helps learners retain material faster, better, and for a longer time.

Percentage of Average Retention After 24 Hours

10% Reading

20% Listening

30% Seeing an image

50% Seeing and hearing

70% Talking, repeating, discussing, practicing, and writing

90% Doing the real thing: Actively simulating real-life experiences

95% Teaching the material recently learned to someone else

Reading

Hearing

Looking at pictures

Watching and listening to demonstrations, videos

Talking, discussing, writing, repeating, practicing language

Doing the real thing

Being an active participant
Simulating real-life experiences

Peer-teaching, peer-tutoring

Ten Important Practices

The following suggestions come from LitNet tutors and teachers with years of experience in the field of ESOL.

- *Explain what you'd like to cover* during a session, asking if the learner will find the lesson useful.
- *Listen actively and patiently*, remembering that the learner may need time to translate ideas and think through a response. Allowing pauses will help learners communicate in their own voices.
- *Frame questions that require more than a yes or no answer* and encourage your learner to ask you questions.
- *Speak in a natural voice*, although perhaps a little more slowly and distinctly than you would use with a native speaker of English.
- *If you are having trouble explaining an idea, rephrase it rather than repeat it*. And don't be shy about acting out an idea or drawing it.
- *Remember that encouragement, smiles, praise, and laughter* help keep a session upbeat and comfortable.
- *Use technology*: translation and bilingual dictionary apps are helpful tools for communicating with beginning learners.
- *Try to devise a way to know if the learner understands you* rather than asking, "Do you understand?"
- *Let your learner share personal information when they feel ready*.
- *Conclude your lesson with a quick summary* of what you were focusing on, repeating (with your learner) new words and ideas. When possible, set goals for your next meeting together and be sure to agree on the specific day, time and place of that meeting. Does your learner want homework?

> *"I'm very relaxed and informal. We talk a while and then wander into grammar and reading."* ~(Allen)

Goal Setting

Understanding the proficiency and personality of my learner helps me plan my lessons. What goals does my learner have? How long will the learner be in the program? Most important skills first! ~(Adrienne)

Try to plan each session with a goal in mind and keep a simple log or record of your work for reference. If your learner can guide you in settling goals, great! As you create your teaching plan, remember to focus on the goal you have set, and try to weave it through your conversation. For most Literacy Network learners, the most important skill is speaking. Listening is next. Reading and writing can follow.

- An example of a beginner ESOL goal: *identifying names of ten colors, pronouncing them clearly and recognizing them in print.*
- An example of a low/intermediate goal: *learning to pronounce the final sound in regular past tense verbs.*

After each lesson, note how much progress was made toward the goal, and jot down any extra words or ideas that came up. This should help you to identify your next goal and assess how much time you might need to devote to each part of your lesson plan.

It's always a good idea to start the next lesson with a review of the previous one.

Learners have different learning styles and will progress at different rates. Often, progress depends on the level of language skills and experience the learner has in their native language. Some LitNet learners have spent limited time in school or haven't been in an educational setting for many years. Others have professional degrees from their countries of origin.

Your First Meeting

The first meeting, which may be short, is when the learner and tutor begin to build rapport and trust. Get to know each other! Exchange essential personal information including phone numbers and the best way to contact one another. Some prompts for getting started might be:

Where do you live?
What is your phone number?
What country are you from?
How long have you been in the United States?
Do you have family here?

> *"Establish a 'learning team' from the start by listening. Get to know your learner's background, interests, goals, hopes, and dreams. You might also share your own experiences and interests." ~(Leslie)*

In addition to finding out basic information and establishing rapport at the first meeting, you might want to listen for ideas about what to study in future sessions.

Before you end the session, set up the day, time and place for your next meeting. Be sure to remind your learner to let you know if there will be any changes to the date and time you have established.

Keep a record about what topics and information you covered. Most tutors find it helpful to jot down ideas to repeat, and some to include, in the next session.

All learners sign a **Learner Agreement** () in which they agree to communicate with the tutor about scheduling changes or other important details of your meeting plan. As tutors, we need to remember that many of our learners often have little control over their work schedules and change jobs at times. Let your learner know that you do understand that this happens, and that you really appreciate hearing about any changes to your meeting schedule as soon as possible.

> *Tutoring goes at its own pace. I don't let my lesson plan drive the session if my learner has other issues to address or ideas to discuss. ~(Jessica)*

Outline of a Lesson

> *"Hold your learner accountable by helping them understand that it is important to show up on time, ready to work."* ~(Marty)

What follows is an outline that shows the possible order of a one-hour session. This illustrates one way to structure a lesson; there are many other ways. Be sure to adjust these suggestions so that the order and timing works for your learner, the content of the lesson and the goals you have set.

- Greetings and conversation (5 minutes)

- Review of material from previous lesson (10 minutes)

- Goal for current lesson: *Today we are going to talk about…* and new lesson, including new vocabulary (30 minutes)

- End the lesson: Sum up the lesson with questions and conversation (10 minutes)

- Assign and explain homework (5 minutes)

- Confirm your next meeting

Please note: LitNet learners are adults and therefore, homework is optional. A tutor might suggest it and mention that practice can be key, but if a learner does not choose or complete homework do not take it to heart. This does not necessarily indicate a lack of interest or dedication.

Sample Lesson: *Family*

> *"Before reading an article or story, I always teach difficult words first. Then we preview the piece, to become familiar with what the piece is about."*
> *~(Terry)*

It is helpful to use realia with beginning learners. Realia are actual objects or materials from everyday life such as a photograph, a map, a cereal box, a pencil, a driver's license. Objects like these, relating to the theme of your lesson, give learners concrete representations of words. They are helpful for visual learners and others.

- Materials needed: White board or paper, pens or markers, pictures of families.

- Greetings and conversation. (5 minutes)

- Review the previous lesson. (10 minutes)

- Introduce the goal of the lesson: "Today we are going to be talking about members of the family."

- New Lesson: Show several pictures of families, one at a time. "Who do you see?" As the learner replies, write the name of the family member on a piece of paper or board. (15 minutes)

- Once all the words are written, read them and ask the learner to repeat them with you.

- Next, point to the family members that the student didn't name and say, "This is the grandmother" or, "This is the brother." Write these names on the board.

- Ask the learner to look at a new picture of a family and say, "Point to the sister." The learner replies, "This is the sister." Continue until all words have been reviewed. (15 minutes)

- End of lesson: Ask, "Who lives with you?" Ask the learner to use the board to name the people who live with them. Talk about their family with questions, such as, "Do you have some family in your native country?" "Does your brother go to school in _____ (name of town)?" "Does your mother speak English?" (10 minutes)

- Homework: If it seems appropriate, ask the learner to bring in pictures of their family to talk about at the next session. (5 minutes)

> *"Capitalize on cognates!" Help students see the connections between words that are similar in English and their primary language." ~(Mayra)*

Starter Topics to Teach with Beginning-Level Learners

When teaching these topics, we recommend using a picture dictionary such as the **Oxford Picture Dictionary** whenever possible.

> *"Culture hides much more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants. Years of study have convinced me that the real job is not to understand foreign culture but to understand our own." ~(Edward T. Hall, Cross Cultural Anthropologist)*

1. Name and Personal Information (telephone number, address)
2. Greetings and Introductions
3. Numbers 1 - 39
4. Days of the week, months of the year, seasons (use a calendar)
5. Telling time and time expressions: in the morning, at night etc.
6. Spelling in English: the sounds of the alphabet
7. Family
8. Fruits and Colors
9. Basic descriptive adjectives (big/little, etc.)
10. Parts of the Body
11. Daily Routines
12. Rooms in the Home
13. Places in the Neighborhood
14. Emergency numbers
15. Clothing

> *"I look for YouTube videos to watch because they stimulate conversation" ~ (Marilou)*

Information for More Advanced Learners

The LitNet website has helpful links that will guide you and your learner through topics that have been identified as especially important for newcomers to the United States. On the Tutor resources page, www.litnetsb.org/tutor-resources, you will find the following sections: ESOL, High School Equivalency, Adult Basic Education, and Citizenship. Within each of these sections are lessons, helpful information, and links to many other resources.

Many LitNet learners have moved beyond Basic Interpersonal Communications Skills (BICS, in the world of ELL instructors) and seek help acquiring Cognitive Academic Language Proficiency, or CALP, in order to move into classes or online learning programs for job training or licenses.

We suggest that the learner provide the tutor with materials best matched to the academic area being studied, and that they work together to reach the goals and requirements of the program.

> *"Give a lot of positive feedback! End each session with the learner feeling that they have accomplished something." ~(Mary)*

Thoughts About Correcting Learners

When you can tell that your learner feels secure and confident, gradually begin to correct errors that impact comprehension. Especially with beginners, ask yourself if the error truly detracted from your understanding before you 'fix' it.

1. Signal a significant error gently.

2. Encourage the learner to self-correct by allowing time to rethink the response. Many tutors have developed a little signal: a raised eyebrow, a little smile, a hand gesture that, after a few times, will indicate to the learner that they might want to think about how they phrased their response or comment.

About corrections: There's a wonderful anecdote about Einstein who noticed, with chagrin, that his students would criticize him on one error without ever congratulating him on the many points that he got right. ~(Kathy)

3. Work on just one or two errors to avoid undermining the confidence you are helping to nurture.

4. After your session, make a note of errors that you'd like to work on with your learner and mention them, as appropriate, when you next meet.

Activities, Ideas, and Materials Adaptable to Any Level

> *"I always build my lessons from a learner's interests and needs."*
> *~(Marilyn)*

Instructional pictures for teaching vocabulary
- Name objects, colors, verbs, numbers, shapes, sizes, seasons, weather, and/or clothes
- Tell a story: Who are the people? What are they doing? Why? Where are they?
- Launch conversation: have you ever… do you…. Use as a lesson warm-up, as an introduction to a theme being studied, as a conversation prompt

Object Boxes for teaching vocabulary and descriptive language
- Put a large number of small, common objects in a box
- Point to objects for learner to name
- Describe a memory or family story based on an object
- Use descriptive language to describe the object
- Ask learner to bring and talk about an item from their home to discuss its origin, memories, special cultural meaning, or use in their home country.

Magazines Pictures, Articles, and Newspapers for building comprehension
- Match articles to learner interest and lesson goals
- Teach main idea skills by finding the who, what, where, when, and how
- Use pictures to build vocabulary, start stories, start conversation, ask questions
- Skim an article identifying headlines, captions, photos to aid in comprehension
- Use news capsules, which work well with ESOL learners because they are short
- Use *News for You* or *Easy English News,* which are written for ESOL students

Catalogs for learning about catalog shopping
- Teach new vocabulary through pictures
- Teach comparison shopping/pricing
- Give the learner a budget to "spend" or practice ordering items
- Discuss the term "sale" and compute savings with learner
- Fill out an order form together

Coins for making change /counting
- Use coins to teach quantity
- Teach names of coins
- "Buy" items from grocery flyers for specific amounts, make change

Clocks for telling time and using time
- Draw a clock and add moveable clock hands
- Use a real watch or clock
- Teach analog and digital clock faces
- Make schedules using time: she gets up at 8:00.
- Ask questions: what time do you get up? Show on the clock

Thermometers for reading and understanding temperature
- Discuss related vocabulary: weather, seasons, climate
- Practice taking the temperature, both inside and outside
- Explain the difference between Celsius and Fahrenheit
- Compare native country weather to U.S.

Tape measures, rulers, and scales
- Use these to teach the difference between centimeters and inches, meters and feet, and kilos and pounds.
- Show common cooking measurements: teaspoons, liquid measuring cup, etc.

Using a smartphone for multiple purposes
- Provide a list of emergency numbers: police, fire, hospital
- Create a list of personal numbers
- Make up telephone conversations: calling in sick, making appointments, etc.

Following directions
- Review class directions (sit down, look at the book, etc.)
- Give directions (draw a square, draw a circle around the square, etc.)
- Give directions for students to follow (stand up, walk around the table, etc.)
- Follow directions to a location outside

Maps and GPS for finding local and distant places
- Teach how to follow directions to find a specific location, using "and phrases" like "go three blocks and turn left at the fire station…"
- Teach directions: north, south, east, west
- Name local streets and places and relationship to the learner's home
- Identify local, Berkshire County, Massachusetts, U.S., and world geography
- Compare kilometers to miles

Post Office, for knowing what services are available
- Teach reason and importance of change-of-address cards
- Practice filling out one of these cards with the old and new addresses
- Teach vocabulary relating to mail
- Discuss postage rates, domestic, international
- Tour a local post office together, if possible

Library, for knowing what services and resources are offered
- Apply for a library card, fill out the application
- Tour library to understand how to find materials
- Find books in learner's language and books in English at learner's level, as well as books available in the learner's language
- Introduce the learner to the librarian
- Check out a book or other material

Menus, for understanding what to expect at a restaurant
- Teach food vocabulary, match food with pictures
- Give learners a price range and invite them to "order" a meal
- Go to a restaurant together
- Use menu from native country if possible. Talk about foods, favorites.
- Explain tipping practices

Bank business, for becoming familiar with bank services and financial literacy
- Teach bank vocabulary
- Take a field trip to a local bank
- Teach how and why to get a debit card, and the idea of establishing good credit, which is not always easily understood by learners from many countries
- Talk to a bank employee about services the bank provides

Shopping basics
- Use flyers and coupons from grocery and other stores as realia
- Build vocabulary from different kinds of stores
- Use vocabulary during a field trip to a store
- Examine price tags, sale tags, and other special offers (use the internet, too)
- Practice dialogues: buying shoes, buying bread, etc.

Recipes and cooking
- Teach vocabulary related to cooking, including measurements
- Collect recipes from cookbooks and magazines
- Read recipes of favorite foods
- Ask the learner to explain the steps for making a favorite food

Classified ads, for understanding opportunities for housing, work, etc. in Berkshire County
- Teach new vocabulary and abbreviations
- Read and talk about want ads: what jobs are available

U.S. holidays, for building understanding of U.S. culture
- Introduce main U.S. holidays as they come up
- Read and/or learn about holiday history and practices
- Ask the learner to talk about a holiday from their native country

Employment, making the transition to work or moving from job to job
- Teach how to fill out a job application
- Practice interview skills through role play
- Record your practice and review it together
- Help the learner prepare a resume
- Teach vocabulary relevant to the place of employment, as well as traditional "small talk" phrases often used as an interview begins

Word games and crossword puzzles, for building and reinforcing vocabulary
- Use index cards to teach vocabulary
- Use Scrabble and Boggle games to teach vocabulary and spelling
- Create puzzles to match thematic lessons
- Find or make word games for ESOL students

Picture dictionaries, for vocabulary and comprehension building
- Ask the learner to point to and identify the images
- Match pictures to the theme being studied; grocery store, post office, etc.
- Identify an unknown word with a picture
- Use pictures as story starters or sentence starters

Story strips, for building comprehension
- Type a short story and cut into strips
- Have the learner arrange the story in logical order and read it aloud

Letter and note writing
- Give the learner a sample letter of invitation or thank you note
- Practice writing a note (for an absence, for a special circumstance) to their child's teacher
- Address an envelope together

Journal writing, for expressing ideas and feelings
- Give a list of suggested topics, or ask the learner to independently choose topics
- Write comments about content, with the learner's permission
- Encourage free-style, relaxed writing, offering minimal corrections

Television, for practicing listening to English
- Ask the learner to suggest a TV show to watch and later discuss
- Watch a weather report with the learner and discuss
- Look at a TV listing schedule with the learner, discuss offerings
- Watch a show, read a review, then discuss
- Watch YouTube videos to stimulate conversation

> *"Many learners report that watching TV is a major reinforcer for learning English."*
> *~(Miguel)*

Driver's manual, for preparation for driving test
- Teach vocabulary related to driving
- Use the Massachusetts Driver's Manual (www.mass.gov/doc/drivers-manual/download)
- Use pictures and flashcards to study road signs
- Fill out, together, the Mass. Class D Road test application

Record vocabulary or dialogs
- Tape songs, discuss lyrics. Copy the lyrics to a song, leaving a few blanks so that the learner writes in the missing words when hearing them
- Tape a short book so the student can listen and read along, or discover ebooks and audiobooks (available for free from Libby or Hoopla)

Study skills, for learning techniques and to stay organized
- Discuss the importance of a regular study schedule
- Encourage the learner to keep and review ongoing vocabulary lists
- Show how to use an assignment book and study calendar
- Show how to use a notebook with dividers for keeping work organized

Role Play
- Act out scenarios with the learner, taking different roles: salesclerk and shopper, cashier and shopper, employer and prospective employee, patient and receptionist in a doctor's office, waiter and diner in a restaurant, etc.
- Invent scenarios that relate to the theme you are studying.

Fiction and nonfiction books
- Find books from the LitNet library that match the learner's reading level
- Introduce the book orally with a summary
- Read aloud a page, a chapter or, depending on length, the entire book
- Discuss the story or content
- Depending on the book and the learner's level, the learner can take the book home to read, then discuss at next session.

Assessment

Once a learner has contacted LitNet about beginning classes with a tutor, the Director of Tutoring administers an assessment test to evaluate a learner's English language proficiency. The Literacy Network uses a program called BEST Plus 2.0. This is a scripted, face-to-face oral interview organized to help the test administrator determine the speaking and comprehension skills of the student. The scores run from 0 to 9, divided into ranges that indicate beginning, intermediate and advanced proficiency.

The Director of Tutoring provides each tutor with a full version of the BEST Plus rubric. Copies of the BEST Plus Scoring Rubric and the Student Performance Level Descriptors are on pages 28 - 31 of this manual.

> *"Take advantage of all of the resources available through the LitNet libraries and on the LitNet website!" ~(Leslie)*

Based on these levels, you will be able to design lessons that are appropriate for the current skills and needs of your learner. With the Director of Tutoring, you can choose the right materials for your learner and learn a bit about them. When appropriate, learners will be re-tested in order to track their progress.

Tutoring is a Work in Progress

This manual was created by tutors for tutors. Please join us by sending along any new ideas, corrections, suggestions, or resources so we can keep this manual current.
Email info@litnetsb.org with LitNet Tutor Manual in the subject. Thank you.

Additional Resources

The Literacy Network website, www.litnetsb.org, provides an up-to-date look at programs, news (including the monthly newsletter and recently published articles), events and more. It also offers resources for studies that include Health, Citizenship, Transportation, Employment, and Pathway to Higher Education and important contact information. Below are some additional ways to stay connected and informed about LitNet.

Join the LitNet Tutor Café! This is a virtual forum to share resources, ask questions, and interact with other LitNet tutors.

Tutor Cafe
https://litnetsb.org/tutor-cafe/

Join us on Facebook! Here you will find photos, recent news, local events, shared news articles, and celebrations.

LitNet's Facebook
https://www.facebook.com/litnetsb

Connect with us on Instagram to see photos of tutors and learners and other LitNet related events.

LitNet's Instagram
https://www.instagram.com/litnetsb/

On LitNet's YouTube channel you will find recordings of trainings and presentations, as well as slideshows of annual events and other special events.

LitNet's YouTube channel
https://www.youtube.com/@literacynetworkofsouthberk5973

The Literacy Network is an active member and leader in BASIC, Berkshire Alliance to Support the Immigrant Community. This organization was established to coordinate information about agencies and programs available locally. It's an excellent source for tutors to provide to learners who have questions about issues regarding immigration and legal services, housing, food assistance, banking and financial literacy, etc. The website is www.basicberkshires.org

BASIC's QR code:

Learner Agreement

LITERACY NETWORK

LitNet Learner Agreement/ Acuerdo de estudiantes

Below is a list of expectations that LitNet learners are expected to agree to and follow. Esto es una lista de expectativas que todos los estudiantes necesitan seguir.

Por favor Lea y marque CADA cuadro. Esto significa que usted entendió y acepto cada punto mencionado.

- ☐ Avisarle a su tutor si no va a estar en la clase, aunque sea un día antes.
- ☐ Por favor estén en la clase a la hora que la clase empieza.
- ☐ Si van a llegar tarde por favor avisarle a el tutor o tutora.
- ☐ Si por alguna razón no pueden comunicarse el día de la clase, avisenle a su tutor o tutora lo mas pronto posible
- ☐ Esten listos para la clase, traigan lo que necesitan como cuadernos, libros y lápiz.
- ☐ Si no pueden seguir haciendo las clases, avisen a su tutor o tutora y a LitNet

Please read and check EACH box to signify that you understand and agree to each point.

- ☐ Let your tutor know at least one day before, if you will not be in your tutoring.
- ☐ Arrive to your tutoring session on time/ Let your tutor know if you are going to be late.
- ☐ As soon as possible, communicate with your tutor any changes in your schedule.
- ☐ Be prepared for each session. Bring what you need: books, notebooks, pens, etc.
- ☐ If you can no longer attend your tutoring sessions, let LitNet and your tutor know.

Name *

First	Last

Today's date *

January-23-2024

MMMM-dd-yyyy

Sample Quarterly Check-In Report

Quarterly Tutor Report Form 2024

Tutor Reports aim to collect data used for storytelling for fundraising purposes. We appreciate your thorough responses about your/your learner's successes and challenges! Milestones or questions can also always be directed to Miguel.

Today's date *

[   ]

dd-MMM-yyyy

First Name (Tutor) *

[   ]

Last Name (Tutor) *

[   ]

Learner's Name *

[   ]

What type of tutoring are you engaged in? *

☐ ESOL Beginner

☐ ESOL Intermediate

☐ Adult Basic Education

☐ GED/HiSet

☐ Citizenship

You can choose more than one.

How many hours did you spend with your learner in the last quarter (3 months)? (An estimate is fine!) *

[   ]

On average, how long do you spend preparing for each lesson?

[   ]

What materials/tools did you use? *

Print or online.

Of the tools/materials you're using, is there one that you/your learner particularly enjoy or find particularly helpful?

How would you describe your personal relationship with your learner: *

☐ Connected

☐ Getting to know each other

☐ Other

If you selected Other, describe your relationship here:

Where do you and your learner meet?

What is one topic/skill you and your learner are working on? *

If you learner is employed, where doe he/she work? Or what kind of work do they do?

NEW QUESTION: Has your learner's employment situation changed? Please select one option.

☐ Got a new job (after not having one for awhile).

☐ Was promoted at their current job.

☐ Changed jobs, and the change was an upgrade.

☐ Received a pay increase.

We are specifically tracking new jobs and promotions among our learner base. If you feel comfortable doing so, please have a conversation with your learner about this.

Sample Quarterly Check-In Report – con't

NEW QUESTION: Please report any lifestyle milestones your learner has achieved in the past 3 months. If comfortable, ask your learner. If no changes to report, say "none." *

Ex.: driver's license, buying a home, starting school, enrolling in a certificate course or job training, receiving a real estate license, joining an organization (such as SCAN), volunteer work (ex. Latino Festival, Latinas413), think big!

NEW QUESTION: Please report any tutoring progress. My learner has improved in: *

☐ Reading

☐ English Comprehension

☐ Speaking

☐ Math

☐ Test Preparation (of any sort)

☐ My learner has not demonstrated improvement yet.

NEW QUESTION: If you checked one of the boxes above indicating improvement, tell us what you are seeing that shows evidence of improvement. Please be specific. (Ex. "Read a book out loud for the first time." "Passed a practice test.")

Would you like to share anything else about your tutoring? (optional)

Please feel free to reach out to Miguel Silva, Director of Tutoring, if you have anything further to ask or share. {413.243.0471} {msilva@litnetsb.org}

Tutor Liability Waiver Form

Thank you for agreeing to be a volunteer LitNet tutor.

We could not provide our mission-driven services without you. Thank you!

LitNet understands that tutors and learners may form strong relationships and that such relationships are beneficial and foster increased learning. The rules stated below, and in this liability waiver, are not intended to discourage relationships, but rather to establish some boundaries with regard to safety.

Please review and sign at the bottom. Should you have any questions, please do not hesitate to reach out to the Executive Director or the Director of Tutoring.

LOCATION

All tutoring sessions will be held in a public place. The LitNet Education Team secures a location for tutoring at the start of a tutoring match. We are available to help find an additional location for tutoring should the need arise. Please let the Director of Tutoring know if at some point you cannot find a public place to meet, and we will attempt to secure a location. If a public place is not available, we recommend rescheduling your session. Holding tutoring sessions at private homes is discouraged. Should a tutor decide to meet with a learner in a private home, which LitNet discourages, that tutor assumes the risk of any incident that may occur. The tutor agrees to hold LitNet harmless from any incident that happens in a private home.

TRANSPORTATION

Transporting learners to and from tutoring sessions is discouraged. LitNet will always help to arrange a mutually convenient location for tutoring to occur to prevent this situation from arising. If a tutor decides to transport a learner to and from tutoring session, that tutor assumes the risk of any motor vehicle related accident and agrees to hold LitNet harmless from liability.

I have read and understand the above rules and potential liabilities.

Tutor's Full Name: _____

Date: _____

Signature: _____

January, 2024

Best Plus Scoring Rubric

Student Performance Level (SPL) Descriptors for Listening Comprehension and Oral Communication

	General Language Ability	Listening Comprehension	Oral Communication
Level 0	No ability whatsoever	No ability whatsoever	No ability whatsoever
Level 1	Functions minimally, if at all, in English. Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. A native speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	Understands only a few isolated words, and extremely simple learned phrases.	Vocabulary limited to a few isolated words. No control of grammar.
Level 2	Functions in a very limited way in situations related to immediate needs. Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	Expresses a limited number of immediate survival needs using very simple learned phrases.
Level 3	Functions with some difficulty in situations related to immediate needs. Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	Understands simple learned phrases, spoken slowly with frequent repetitions.	Expresses immediate survival needs using simple learned phrases.

Side margin labels: SECTION I, SECTION II, SECTION III, SECTION IV, SECTION V, SECTION VI

Student Performance Level (SPL) Descriptors
for Listening Comprehension and Oral Communication (continued)

	General Language Ability	Listening Comprehension	Oral Communication
Level 4	Can satisfy basic survival needs and a few very routine social demands. Can handle entry-level jobs that involve some simple oral communication, but in which tasks can be easily demonstrated. A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	Expresses basic survival needs including asking and responding to related questions, using both learned and a limited number of new phrases. Participates in basic conversations in a few very routine social situations. Speaks with hesitation and frequent pauses. Some control of basic grammar.
Level 5	Can satisfy basic survival needs and some limited social demands. Can handle jobs and job training that involve following simple oral instructions but in which most tasks can also be demonstrated. A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. Has limited ability to understand on the telephone.	Functions independently in most face-to-face basic survival situations but needs some help. Asks and responds to direct questions on familiar and some unfamiliar subjects. Still relies on learned phrases but also uses new phrases (i.e., speaks with some creativity) but with hesitation and pauses. Communicates on the phone to express a limited number of survival needs, but with some difficulty. Participates in basic conversations in a limited number of social situations. Can occasionally clarify general meaning.

Student Performance Level (SPL) Descriptors
for Listening Comprehension and Oral Communication (continued)

	General Language Ability	Listening Comprehension	Oral Communication
Level 6	Can satisfy most survival needs and limited social demands. Can handle jobs and job training that involve following simple oral and written instructions and diagrams. A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. Has some ability to understand without face-to-face contact (e.g. on the telephone, TV).	Functions independently in most survival situations, but needs some help. Relies less on learned phrases; speaks with creativity, but with hesitation. Communicates on the phone on familiar subjects but with some difficulty. Participates with some confidence in social situations when addressed directly. Can sometimes clarify general meaning by rewording. Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.
Level 7	Can satisfy survival needs and routine work and social demands. Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. Understands routine work-related conversations. Increasing ability to understand without face-to-face contact (telephone, TV, radio). Has difficulty following conversation between native speakers.	Functions independently in survival and many social and work situations, but may need help occasionally. Communicates on the phone on familiar subjects. Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar. Clarifies general meaning easily, and can sometimes convey exact meaning. Controls basic grammar, but not more difficult grammar.

Student Performance Level (SPL) Descriptors
for Listening Comprehension and Oral Communication (continued)

	General Language Ability	Listening Comprehension	Oral Communication
Level 8	Can participate effectively in social and familiar work situations. A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.	Understands general conversation and conversation on technical subjects in own field. Understands without face-to-face contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. Understands most conversations between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	Participates effectively in practical and social conversation and in technical discussions in own field. Speaks fluently in both familiar and unfamiliar situations; can handle problem situations. Conveys and explains exact meaning of complex ideas. Good control of grammar.
Level 9	Can participate fluently and accurately in practical, social, and work situations. A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.	Understands almost all speech in any context. Occasionally confused by highly colloquial or regional speech.	Approximates a native speaker's fluency and ability to convey own ideas precisely, even in unfamiliar situations. Speaks without effort. Excellent control of grammar with no apparent patterns of weakness.
Level 10	Ability equal to that of a native speaker of the same socioeconomic level.	Equal to that of a native speaker of the same socioeconomic level.	Equal to that of a native speaker of the same socioeconomic level.

Drawn from Grognet (1997) and U.S. Department of Health and Human Services (1985).

SECTION I

SECTION II

SECTION III

SECTION IV

SECTION V

SECTION VI