



## **ADULT LITERACY - TUTORS' FREQUENTLY ASKED QUESTIONS**

### **Where do we meet with our students?**

We recommend that you have your first meeting with your student at the Literacy Council. This is a familiar location to both of you, and that will help ease the possible nervousness associated with that first meeting. Most pairs continue to meet here at the Council; the alternative is to meet at another public location convenient to you both, such as one of the library branches or a local church. It is against CFLC policy for pairs to meet in your or the student's home.

### **How long do we meet with our students?**

We recommend that you meet with your student twice each week, for one-and-a-half hours each time. It may not be possible to meet with your student twice weekly because of work schedules, transportation, or other obstacles... but if you can meet that frequently, it does help. You may, of course, meet more than twice a week if your student wishes to do so, and you can accommodate that schedule.

### **How long do we work with our students?**

The time will vary according to each student's needs and his/her motivation to reach his/her goals. Some tutors work with students for two to three years or longer, while some only work with a student for a few months. For example, an advanced student who just needs to brush up on math skills in order to pass the GED test will probably not need your help for an extended period of time, whereas someone who has very low reading skills will need your help for much longer. If you reach a point where you feel the pairing or the progress level is not working for you, please contact program staff to discuss reassignment.

### **What happens when we reach the end of the books that we are given in our tutoring packet, and how do we measure progress?**

When you are about to reach the end of an assigned workbook, please contact staff to discuss whether your student is ready to progress to the next book in the series, or whether additional practice is needed. Student certificates of achievement can be printed out to reinforce this accomplishment. Periodic formal assessments are given (usually once per year or after a minimum of 40 instructional hours). Staff will contact you when it is time for your student to post-test. These evaluations are important both to give your student some tangible measure of progress, and to receive grant funding. Periodic evaluations also serve the purpose of keeping the teaching material on track with the student's needs.

**If a student has a learning difficulty, do I need special training in order to work with him or her?**

Many of our students have some degree of learning difficulty. You do not need any specialized training to work with them. During the initial student evaluation, this difficulty may be apparent or disclosed by the student, and staff will document this and place the student in the appropriate material. However, sometimes the problem may not be immediately apparent. If you begin to see a pattern of difficulties, it is appropriate to contact program staff and discuss the situation so material can be altered or specific teaching methods recommended if necessary. Learning difficulties are not necessarily a permanent road block for someone learning to read. It may take them longer, or the teaching methods employed may be different from the norm, but the student can usually succeed. The individual help that you give makes all the difference in the world.