



First 5 Things for New Tutors:

1. Call your learner, introduce yourself, and exchange phone numbers. Set up a regular meeting schedule with your learner and reserve a study room or a community room with the reference librarian at your library. Identify yourself as a tutor in the Adult Literacy Program.

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| • Central Ridge Library | 746-6622 | Lynn |
| • Coastal Region Library | 795-3716 | Charlyn |
| • Lakes Region Library | 726-2357 | Tom |
| • Homosassa Public Library | 628-5626 | Marcia |
| • Floral City Public Library | 726-3671 | TerriAnne |

2. Meet your learner and complete the “Adult Interest Inventory” and “Learning Styles Inventory”. Get to know your learner’s interests. Use the information gleaned from the “Learning Styles Inventory” to help you in preparing lesson plans and when tutoring your learner.

3. Have your learner take the “Where to LitStart” assessment. Have your learner fill out the “Learner Agreement”. Stress that tutoring is a learning partnership.

4. Set small, measurable, and attainable goals with your learner. Make goals relevant to what he/she wants or needs immediately.

- For example, a food service employee may want to work on reading, writing, and spelling a common list of breakfast foods.
- These goals can be listed on the “Volunteer Tutor Monthly Timesheet” which is used to track all of your volunteer time.
- At the end of each month when you turn in your “Volunteer Tutor Monthly Timesheet”, goals that have been completed will be rewarded with a Certificate of Achievement for you to present to your learner.

5. Set up a learner portfolio.

- A learner portfolio is a collection of completed work (LitStart assessments, writing samples) that demonstrates the learner’s progress over a period of time. This collection can be placed in an envelope, a folder, or a box. Often, a learner portfolio can measure successes that a traditional test cannot. The tutor should remember to include dates on all entries that are recorded into the learner portfolio in order to document the growth and improvement of the learner over time. Let the learner have input into what goes into their portfolio. The learner may also want to be the keeper of his/her own portfolio.