



**LVFSC Tutor Training Program Blueprint:** Every tutor is expected to complete 12 hours of training within one year of registration. (bla/1/23)

**Group Tutors:** training is accrued through group/ "class" participation, a variety of options, inquire for schedule

**Individual Tutors:** Individualized training with a member of the training team; schedule set by the tutee

### Tutor Training

- All trainings are via teleconference (ZOOM platform)
- Physical Locations are optional by appointment.:  
Farmington Literacy Center, 129 Seamon Rd, Farmington  
Spruce Mountain Literacy Center, 9 Cedar St, Livermore Falls  
Northern Franklin County Learning Center, Phillips Public Library on Main St.
- Registration required

- Individual Tutors receive Tutor 8, published by New Readers Press, a division of Proliteracy
- LVFSC Tutoring Administration Binder

### Training Series (Two Phases)(required for ALL tutors to complete both phases within one year of registration)

#### Training Phase ONE:

**We ask all Trainees to select one session to attend from the following menu of options as the first step of training.**

#### On our schedule:

Tues. morning, 10-12, "Genius Hour"

Wed. mornings, 10-12, \*Weekly Community Connect classes

\*Maine LV Affiliates Tutor Training sessions (1-2 h each)(see schedule)

#### On Your schedule: Anytime, as selected by tutee

\* Proliteracy.Org Webinar (1-2 h each) \* Genius Hour project (4 h)

#### Training Phase TWO:

**Group tutors:** We ask you to participate in 5 weekly classes; you choose your schedule and level of participation

**Individual tutors:** We ask you to participate in a Tutor Training Series (total 8 hours)see below

### Tutor Training Series for individual tutors (minimum 8 hours)

**Part a.)** 4 hours minimum of self directed homework from Tutor 8 with our outline as a guide

**Part b.)** Four (1 hour) sessions of discussion follow up via teleconference with LVFSC tutoring program coordinator.

You make the schedule. The outline guides you to email [literacyvolunteersfs@gmail.com](mailto:literacyvolunteersfs@gmail.com) to arrange for a session when the homework is completed.

### Individual Tutor Training Series Agenda

- **First Session: Adult Learning and Tutoring**-What does it mean to be an adult learner and to be a tutor?
- Answer this question: What is reading?

#### Homework Assignment

Tutor 8 Chapters 1, 2

- **Second Session: Teaching Reading and Writing**-literacy training-Language Experience Approach, Sight words (Sight words are 300 most used words in written text) , Reading Strategie (habits), and Writing

#### Homework Assignment

Tutor 8 Chapters 3, 4, 5

- **Third Session: Tutoring Partnerships: Putting It All Together**-Goal setting and Portfolios (assessment), Lesson Planning

#### Homework Assignment

Tutor 8 Chapters 6, 8 and 9.

- **Fourth Session:** What is the match process? How to account for time/hours, job description, Rights and Responsibilities, Pledge, LVFSC policies, website at [westernmaineliteracy.org](http://westernmaineliteracy.org), Learning Centers, Board of Directors

### Initial considerations for a tutor:

- Individual Tutoring is student centered and goal oriented.
- All students are assessed by staff using a Fountas and Pinnell guided oral reading observation to provide a “user friendly” instructional reading level recommendation for a student starting point.
- We use the Goal setting approach-SMART goals. Revisit OFTEN. Chunk into smaller steps. Track progress.
- All students have a goal setting conversation with staff prior to the match, using a framework.
- Goal setting framework and materials are provided to tutor for initial match.
- Learner’s background knowledge is crucial for adult learning.
- \*There are some students who benefit from rote reading “drills” ...but most people need to become comfortable reading their own material.

### Beginning place for Individual tutoring partnerships once matched

- All other learning stems from reading and writing skills, including math.
- Start by exploring texts
- Get to know each other
- A good approach is to pick one skill to work on and choose materials to go with the skill.
- Start creating a student portfolio binder (collecting work samples) and coaching students on organizing work.
- Short chunked lessons

