BASIC TUTOR TRAINING
Siena Information

Sr. Lenore Boivin
Reading & Special
Projects Coordinator

Rod Nyland, PhD
Program Director

Revised
March 3, 2021

About Siena

Siena Literacy Center

Brief History

The Adrian Dominican sisters researched the great need and founded these Literacy centers:

- 1990 Dominican Literacy Center (Detroit, MI)
- 1995 Siena Literacy Center (Detroit, MI)
- 1996 Aquinas Literacy Center (Chicago, IL)
- 1996 DePorres Literacy Center (West Palm Beach, FL)
- 2000 St. Luke N.E.W. Life Literacy Center (Flint, MI)
- 2008 Adrian Rea Literacy Center (Adrian, MI)
- 2015 All Saints Literacy Center (Detroit, MI)

Mission

Siena Literacy Center is a 501(c)3 non-profit organization whose mission is to improve the lives of families in northwest Metropolitan Detroit by providing a basic education program for adult learners. Together with volunteer tutors, we teach reading, math, computer skills, and English as a second language (ESL).

Achieving the Mission

Since 1995, over 600 tutors have assisted 2000 adult learners meet the challenges of their everyday lives.

Siena Literacy Center is proud to be part of Dominican Rea Literacy Corporation and is an accredited affiliate of ProLiteracy.

Siena Staff

Katie Anderson
Program Support Associate

Phone extension: 11
kanderson@sienaliteracy.org

Lois King
Office Assistant

Phone extension: 12
lking@sienaliteracy.org

Lenore Boivin
Reading & Special Projects Coordinator
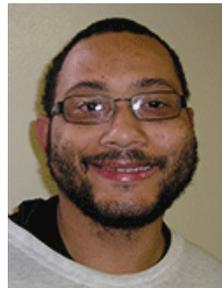
Phone extension: 14
lboivin@sienaliteracy.org

Abdual Lahawl
Computer Lab Manager

Phone extension: 19
alahawl@sienaliteracy.org

Janice Brown
Executive Director

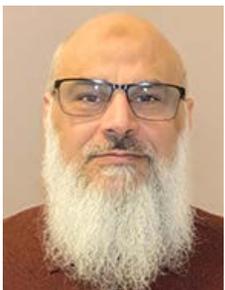Phone extension: 10
jbrown@sienaliteracy.org

Jermaine Minor
Custodian

Derek Foster
Office Assistant & Class Instructor

Phone extension: 12
dfoster@sienaliteracy.org

Rod Nyland
Program Director

Phone extension: 17
rnyland@sienaliteracy.org

Bilal Khaled
Accountant

Phone extension: 18
bkhaled@sienaliteracy.org

Mary Anna Riley
Assessment & Data Management

Phone extension: 16
mariley@sienaliteracy.org

Recording Hours

Use of Reporting

Learner Progress

The most important use of reporting is to inform the tutoring process. Keeping records of the activities you work on with your learner helps to direct future sessions and track progress toward the learner's goals.

Center Outcomes

For our own needs, as well as to answer our funders, Siena tracks learner outcomes such as progress between pre- and post-testing.

With that said, we understand that these measures are imprecise and some conclusions drawn suffer from such problems as the ecological fallacy.

(I'll get off my soap box now).

There are only a few measures (five) that adult education providers are presently assessed by, however, a number of organizations (including myself) are pursuing additional, authentic means of measuring success beyond standardized tests and employment numbers.

Need for Documentation

Accurate and Timely Reporting

A variety of reasons necessitate that we maintain an accurate record of how much time each learner spends engaged in their studies. In addition to accuracy, it is imperative that this record is as current as possible.

For example, one funding stream from the City of Detroit requires that we report the total number of hours each moth from both tutoring and computer-based instruction. In this case, delayed session record submission results in the reporting of incorrect instructional time.

Attendance Calendars

Two important pieces of documentation exist in the learner folders: an attendance calendar and session summaries. The attendance calendar, shown below, is how we track contact time between the learning pairs.

With the advent of remote tutoring we will likely expand the calendar to include weekends in the future. For now, the calendar shows week days. Important aspects include:

- Space for entering time spent tutoring

  For two hours, enter an **X**

  For one hour, enter a **/**

  Enter 1.5 if the session was 90 minutes

  Enter 0.5 if the session was 30 minutes

- Indication of days the center is closed (red dots)
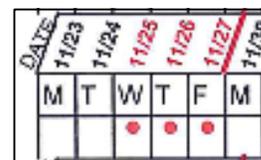
There is an associated yellow sheet for tutors to record their attendance.

Recording Sessions

Session Summaries

Paper-Based Summaries

Before the pandemic, we used a paper-based session record form, shown below. The form was used to briefly indicate the general subject of tutoring (i.e., math, reading, or English as a second language), as well as important details of the session:

• Date

• Books used

• Lessons covered

In addition to these details, there was an area to summarize the activities, as well as note any homework that was assigned for the learner.

As you will see on the following pages, we have developed an online form that has been useful for those working offsite, as well as anyone who wished to submit their reports electronically.

Recording Sessions

Session Summaries Continued

Online Submissions

The first page of the online form (left image) collected the basic details of the session:

- Learner's name
- Tutor's name
- Date
- Begin and end time

The second page collects additional specifics of the tutoring session, and then directs the form to the most appropriate third page depending on the resource used:

- Learning Upgrade
- Assigned textbooks
- Outside resource

Online form, first page.

Online form, second page.

Recording Sessions

Session Summaries Continued

Resource Details

After completion of the second page, you will be directed to one of the following pages based on the primary resource used:

- Learning Upgrade (left image)
- Assigned textbooks (top, right image)
- Outside resource (bottom, right image)

These details will all be consolidated into a final report when completed (see next page).

Online form, Page 3.
(Assigned Textbook)

Online form, Page 3.
(Outside Resource)

Final Summary Page

The fourth and final page contains sections that replicate the open-ended sections of the paper-based report, including:

- Summary of the activities
- Identify one success and one area for growth
- Report any assigned homework
- Describe any technical difficulties
- Provide feedback to the program

Online form, Page 3.
(Learning Upgrade)

Recording Sessions

Session Summaries Continued

Online Submission Final Report

When completed, the online submission is sent to our email and will ultimately generate a report such as the example shown below.

For tutors who are working off-site, we print the report, place it in the learner's folder, and record the appropriate number of hours on the attendance sheet.

Tutors who work onsite but choose to use the online submission will have already indicated the hours they worked with their learner, and we will simply insert the printed form into their folder.

The link to the form:

https://forms.gle/41bcVkHzMaHWn3XW9

Siena Literacy Center
Offsite Tutor Record Form

Student: ▮▮▮▮▮▮   Date: 12/8/2020
Tutor: ▮▮▮▮▮▮   Time: 1:45:00 PM – 3:30:00 PM

Area of study: GED RLA
Method of communication: Over the phone
Resources used: Assigned textbooks

Learning Upgrade	*Textbooks*
Course:	**Books:** Challenger 8 Reading: Review of Lessons 1-10
Level:	**Level:** It is the last in the series. It is 8th level.
Exercises:	**Exercises:** We finished the "Definition Exercise" on page 104, then the "Antonym Review" on p. 106, "Today's Explorers Exercise" for prefixes on p. 107. We bean the "Discovery Timeline Exercise" on pp. 108-9.

Other resources

Summary of activities:
We did the exercise from pages 104, 106, 107, and 108-9.

Identify one success:
▮▮▮▮ is working on her vocabulary and displaying it on the exercise on definitions.

Identify one area for growth:
Vocabulary is still an area that she needs to develop.

Assigned homework:
She will work on the "Discovery Timeline" and read the introduction to the next unit.

Technical difficulties:
None.

Additional comments:
Chronology and history are areas she is weak in.

Tutoring at Siena

Siena Hours

Monday – Thursday
10:00 am – 8:00 pm

Subjects

Adult Basic Education

Siena offers two forms of adult basic education (ABE): tutoring in math and reading/language arts. The state uses labels such as "grade level equivalency" to describe learners, although, many organizations find these labels problematic. At Siena, we avoid these labels as much as possible.

There are times when conferring information, especially with regard to government policies, when we have to use such labels. Defining ABE is one of these instances, and the division between ABE and adult secondary education (ASE) is the 8th grade. Thus, learners who study at Siena have been assessed as performing equivalent to or below the 8th grade in either reading or math.

English as a Second Language

The other group of learners at Siena are adults who learned to speak a language other than English as their native language. The common term in US adult education is English as a second language (ESL), but other terms are prevalent in different countries or contexts, such as:

- English for speakers of other languages (ESOL)
- English as a foreign language (EFL)
- English language learners (ELL)

Tutoring Options

One-To-One Tutoring

The preponderance of tutoring time at Siena happens through one -to-one tutoring. Recently, we have incorporated remote tutoring as an option for those who are unable or uncomfortable coming to the center. For example, we have a few tutors who moved well out of the area but are still able to meet regularly with their learner online. Whether it happens onsite or offsite, we ask that tutors are able to make a six month commitment to meeting with a learner.

Drop-In Tutoring

A recent addition to the tutoring support available for our learners is drop -in tutoring. This option makes tutoring accessible for tutors who are not able to commit for an extended period of time, or whose schedules do not allow for a recurring tutoring time. Simply write your name, subject, and time available on the white board in the main office to advertise your availability to learners.

Group Learning

Two programs are offered for group learning: the New Learners Academy and the English Communication Class. Both programs are overseen by Derek Foster.