

Volunteers & Agency Administrators: Managing Expectations

Marcie Soslau, Community Learning Center

volunteer@communitylearningcenter.org

(267) 463-2306

Core Expectations

- Requirements
- Resources
- Communication
- Boundaries

Volunteer Coordinator Role

- Recruit
- Train
- Supervise and support

Support

- Agency culture
- Access
- Expectations
- Growth

Resources

- Online
- Intra-agency
- Inter-agency resources

Online resources popular with CLC tutors:

<http://www.gedtestingservice.com/educators/freepracticetest>

<http://www.readworks.org>

<http://marshalladulthoodeducation.org/reading-skills-for-todays-adult>

<http://tlcliteracy.org>

<http://www.math-drills.com>

Congratulations!

Today is your first day of tutoring at Learning the ABC's!

Hello! You are here today for your first meeting with a new tutoring group.

What kind of training or preparation have you had? What do you need to know before you come?

What do you need when you arrive? Who is your point person at Learning the ABC's?

Why are you here? What about you personally brought you to tutoring?

What do you think will happen in the next weeks, months, year?

Congratulations!

Today is your first day of working at Learning the ABC's!

Hello! You are here today on your first day of work as the Tutor Coordinator for Learning the ABC's.

What kind of training or preparation have you had? What do you need to know before you come?

What do you need when you arrive? Who is your point person at Learning the ABC's?

Why are you here? What about you personally brought you to tutoring?

What do you think will happen in the next weeks, months, year?

You are the Tutor Coordinator for your agency, Learning the ABC's. Your office is next door to a tutoring classroom. You are in your office and you hear a tutor with their group returning graded homework. You hear the tutor state to one student in particular, Chris, that their grade on their homework is a failing grade. You hear the tutor state that the student's performance is not acceptable. You step in to intervene. (ROLE PLAY HERE)

How would you follow up?

You are a tutor for a low level literacy group. One member in your group, Chris, comes late to classes consistently and always hands in homework that looks as if they did not spend enough time on completing. You are frustrated with Chris because the other students in your group are dedicated and they held back by this one Chris's unwillingness to work independently at home. You just finished reviewing the homework and you have given Chris a grade, a D, for their homework. You are now telling the students what their grades are and you are very clear that a D is not an acceptable grade. (ROLE PLAY HERE)

How do you respond to the Tutor Coordinator's intervention?

You are a tutored student at the agency Learning the ABC's named Chris. You have a very busy life. You are a single, low income parent. Today, you handed in homework that your tutor is not happy with. Your tutor is telling you that your grade on your homework is not acceptable.

How do you feel?

Ben is an ESL student with limited English reading and writing skills. Ben has a TABE E test level of 2.9 for reading. Ben has been placed in your group with three other English-based speakers with similar reading levels. Ben has excellent verbal skills. When Ben comes to group, he often monopolizes the time with speaking about his personal life. Today, Ben starts out session by talking about how his brother lost his job. Ben has been paying his brother's mobile phone bill and is hopeful that someone in group can help him with carfare to get home today.

Think about your case study from the perspective of student, tutor, and Tutor Coordinator. The Tutor Coordinator represents the interests of Learning the ABC's.

What are the goals?

What are the obstacles?

What do you do?

Sarah is a GED student. She is meeting with you one on one because she is hoping to pass her math exam. If she passes his math portion of the GED by December 31, 2015, she will be awarded her full GED. She has passing test scores from the 2012 version of the test and only needs a math pass. Sarah is running out of time. You have been tutoring Sarah for about six months, twice a week. Sarah has told you that her school teachers in Jamaica would beat her, and the other children in school, when they did not answer a math question correctly. For some reason, Sarah is not motivated to take the test. When she does math work without you, she has told you that the numbers will float around in front of her face and she has a hard time catching them and putting them on the paper. When you introduce the possibility of a practice test, Sarah freezes up.

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What are the goals?

What are the obstacles?

What do you do?