

CLATSOP COMMUNITY COLLEGE VOLUNTEER LITERACY NEWS

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MAY 2010

WHAT EVERY TUTOR SHOULD KNOW

LISTED BELOW IS THE INFORMATION THAT EACH TUTOR SHOULD HAVE. HAVE YOU BEEN PROPERLY PREPARED?

LOGISTICS AND EXPECTATIONS

- EXCHANGE CONTACT INFORMATION
- SET UP SCHEDULE AND LOCATIONS
- ESTABLISH COMMITMENT

FIRST STEPS: TUTOR RELATIONSHIP TO PROGRAM

- UNDERSTAND VLT PROGRAM AND STUDENT DEMOGRAPHICS
- KNOW EXPECTATIONS OF PROGRAM AND COORDINATOR (PAPERWORK, ETC.)
- UNDERSTAND TUTOR RESPONSIBILITIES
- HOW TO ACCESS SUPPORT AND MATERIALS
- KNOW AND UNDERSTAND TRAINING OBJECTIVES
- BE ABLE TO LOCATE AND SELECT APPROPRIATE SUPPLEMENTS

HAVE I DONE MY JOB? LET ME KNOW!

TUTOR TIP OF THE MONTH

BUILDING PHONEMIC AWARENESS:

ONE THING THE TUTOR CAN DO FOR BOTH BEGINNING READERS AND FOR SECOND-LANGUAGE LEARNERS IS TO ASK IF THE STUDENT CAN IDENTIFY OTHER WORDS THAT START WITH (OR CONTAIN) THE PHONEME YOU'RE BOTH WORKING ON. FOR EXAMPLE, YOU'VE JUST TAUGHT THE "P" (PAH) SOUND- NOW ASK WHAT WORDS THE STUDENT KNOWS (IN ENGLISH OR NATIVE LANGUAGE) THAT HAVE THE SAME SOUND.

BUILD WORD LISTS TOGETHER THAT THE STUDENT CAN PRACTICE SAYING, WRITING AND READING.

THE NEXT TUTOR TRAINING IS SCHEDULED FOR WEDNESDAY, MAY 5, FROM 10:00 -1:00 PM @ THE COLLEGE IN THE LIBRARY CONFERENCE ROOM.

CALL 338-2557 TO REQUEST SPECIFIC TOPICS FOR DISCUSSION AND TO RESERVE A SEAT.

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FOR COPIES OF VOLUNTEER TUTOR PAPER WORK, GO TO:

<http://www.clatsopcc.edu/info/volunteerliteracy.html>

NO INTERNET ACCESS? CALL PERCY @ 338-2557 OR COME BY THE NEW LITERACY OFFICE IN COLUMBIA HALL, RM. 111.

ROLLY LINDSTROM: PROFILE OF A LITERACY TUTOR



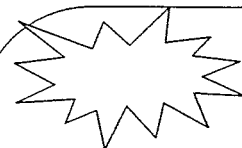
Rolly has been with the literacy program for nigh on 6 years now; I count him as the longest-serving tutor since I started. He began volunteering here because, as a recent retiree, he had a strong interest in continued learning and because he's always had a curiosity about other cultures and languages. All of this relates to his life's work as a social worker and his belief in service to and advocacy for others.

Rolly says the high points of his time as a tutor include the time his student suddenly began speaking with fluency and in slang. He was particularly gratified when his student "felt enough trust and confidence" to ask him what "bullshit" meant (she works at a cannery and has daily access to all sorts of interesting vocabulary!). One of the hallmarks of language development is when a student begins to hear and save up expressions to later discuss with the teacher, indicating that they have developed a good ear for the sounds, significance and rhythms of the new language.

In the beginning, the frustrations Rolly encountered as a tutor stemmed from feeling that he didn't know what to do, often wracking his brain for solutions to address his students' needs. But as he gained confidence in himself, he decided to "throw away the book" and forge ahead with other creative ways to approach tutoring. His success with his longest-running tutee, the woman who works in a local cannery, is reflected in her rise up the ladder from line worker to keeping records in quality control and, ultimately, to her being in charge of hiring because of her ability to speak both Spanish and English. Thanks to Rolly's commitment and flexibility, he has helped his student take a gigantic step up the ladder. We appreciate very much Rolly's continued participation in the program, and we hope to never see him go anywhere, except on to his next student!



DEPARTMENTAL NEWS



On April 20, about 15 volunteers attended an appreciation lunch in Columbia Hall on the Astoria campus. Successfully overcoming parking difficulties, tutors got to meet each other while they ate lunch. Two guest speakers from the NWRES D Migrant Education program, Veronica de Ortega and Maria Monchilovich, traveled from their Hillsboro office to inform our volunteers about the services/programs currently being offered to many of our students' and their children. We heard about the migrant program's eligibility requirements, and tutors are urged to refer their students if they may be eligible to participate.

We were reminded how improved literacy skills translate to increased participation by parents in their children's schools. Our students are gaining confidence and leadership skills when they improve their English. They are learning how to organize as a group, run meetings and develop relationships with teachers and administrators. They are helping not only their own children, but also those of their peers. The volunteers' work continues to improve the overall health of our community, one student at a time!

You can contact Veronica at 503-614-1257 and/or Maria at 503-614-1498, or call Percy. Their email addresses are:
VDeOrtega@nwresd.k12.or.us
mmonchilovich@nwresd.k12.or.us

"The research is very clear that children who do not learn to read by the end of the third grade have an extremely difficult time catching up."

<http://www.ode.state.or.us/pubs/eii/literacyinitiati veprimer.pdf>

Remember that literacy tutors play an important role helping parents help their children!