

Dear Open Minds Trainer,

We are pleased you are helping field test the *Open Minds-3* tutor training model. As you conduct workshops this coming year we ask that you remember the following:

1. ***Open Minds is meant to be customized*** however you should try and stick to the core information covered by the agenda in the *Open Minds 3 Manual*. Many trainers and program directors throughout the state were involved in identifying the core information important for new tutors. Adding too many additional topics may result in less emphasis placed on the core information and may be too overwhelming for new tutors. While there are countless topics that would be helpful for tutors, these are best covered as in-service workshops or advanced tutor training.
2. ***Open Minds is meant to be flexible***. You are encouraged to present the information in a variety of ways including PowerPoint, lecture, demonstration, paired or team work, learning stations, video, etc. The Resources sections in the trainer manual include books, websites, and materials where you can find information on the topics. We urge you to spend time learning the topic before you present.
3. There is no one “right” way to present the information. We hope that you fine tune your presentations each time you present. Observe your co-trainer for ideas and talk with each other after the workshops to identify areas that need improvement. *Open Minds* is a “work in progress” and we are anxious to hear your feedback and suggestions for improvement.
4. Be sure to work closely with your program director when planning your local workshops. You and the director should decide if your program will place tutors with learners after the 6 hour core training or wait until participants complete 9 hours of training. You should also work with your director when determining the topic for the in-service workshop. As you may recall, we provided an in-service module on Visual Stress Syndrome (VSS) and Accommodations, however the local in-service should be on topics of interest and benefit to your tutors.
5. Remember, you are the lead trainer when the six hour core training is held at your program. As lead trainer, you will contact your partner trainer to schedule the date, time, and place of the training. You will identify what curriculum will be covered and which tutor resource book is used (*LitStart* or *Teaching Adults*) as these materials may differ between programs. The lead trainer will work with the partner trainer to decide who will present specific topics and what handouts, equipment, and teaching materials are needed.

Call the Literacy Resource Office at 800-522-8116 if you have questions or need to borrow videos, materials, or equipment.

We look forward to a great training year!

Open Minds 3

Innovative Strategies for Oklahoma Literacy Instruction

Tutor Training Orientation Agenda

Orientation/Introduction 60 minutes

Music playing as participants arrive

Welcome and Introductions 5 minutes p. 1

Statistics, Reasons for Illiteracy 15 minutes p. 2

About the Local Literacy Program 15 minutes p. 4

Adult Learner/Tutor Speaker 15 minutes p. 6

Follow-up Information and Questions 10 minutes p. 7

Welcome and Introductions

5 minutes

Purpose

To welcome those attending the orientation and to introduce program representatives.

Format

Create an inviting atmosphere by playing background music as participants arrive. The song, *Words are Your Wheels*,* would be a great way to start.

Have participants sign-in and make a name tag. Name tags should be available for all participants as well as for trainers and program representatives.

Distribute agenda for the Orientation/Introduction session.

Introduce members of the training team and representatives of the local program. Because minimal time is allotted for this segment, representatives should keep their comments as brief as possible.

Support materials

tape/disk player

**Words are Your Wheels*, available from the Literacy Resource Office

For each participant

- name tag
- marker
- agenda

Statistics, Reasons for Illiteracy

15 minutes

Purpose

To provide literacy statistics and learn reasons for illiteracy.

Format

Use the PowerPoint presentation available on the trainer's disk or present the information by lecture, handouts, or format of your choice.

When using the PowerPoint, be sure to view the presentation before the workshop so you are familiar with the information, can check the timing, and can customize certain slides with local information.

Call the Literacy Resource Office at 800-522-8116 if you need help customizing or changing the timing of animations.

It will be helpful for you to print a "Notes Pages" copy so you can view the contents of each slide and read the corresponding notes. You may also choose to print "Handouts" copies for your audience. Both of these settings are found in the "Print what:" drop down box in the Print menu.

If you choose not to use the PowerPoint presentation, be sure to include the following topics:

Suggested topics include, but are not limited to:

Definitions of illiteracy and functional illiteracy

National, state, and local statistics

Reasons for illiteracy

Social issues connected to illiteracy

- poverty
- unemployment/under employment
- health issues
- reliance on public assistance programs
- illiteracy and correctional programs
- cycles of illiteracy
- unrealized potential of those with limited literacy skills

Resources

U.S. Census information

U.S. Adult Literacy Programs: Making a Difference, ProLiteracy,
<http://www.proliteracy.org/NetCommunity/Document.Doc?id=18>

The NAAL report, *A First Look at the Literacy of America's Adults in the 21st Century*,
<http://nces.ed.gov/naal>

Highlights from the *2003 Oklahoma State Assessment of Adult Literacy*,
<http://sde.state.ok.us/Programs/LifelongLearn/pdf/SAALHighlights.pdf>

PowerPoint, *Statistics, Reasons for Illiteracy, Open Minds 3* disk

Support Materials

PowerPoint, *Statistics, Reasons for Illiteracy*

“Notes Pages” copy of *Statistics, Reasons for Illiteracy* PowerPoint for trainer

“Handouts” copy of the PowerPoint for each participant

About the Local Literacy Program

15 minutes

Purpose

To provide the audience with general information about the local organization and the commitment required to participate as a tutor.

Format

The session should answer questions individuals might have in deciding if tutoring is something they can and should do. Basic program information should be presented so tutor prospects understand the mission and basic operations of the local literacy program.

Provide the following information by lecture, handouts, PowerPoint, or video.

Suggested topics can include, but are not limited to:

Purpose and mission of the local literacy program

Brief history of the organization

Services provided by the organization

General operations

- adult learner assessment
- tutor training (what tutors will learn in the workshop)
- tutor/learner match
- reassessment (how progress is determined)
- time and other commitments required of tutors (including reporting)
- tutor support and continuing education
- materials and techniques used by program
- tutoring locations
- other ways (non-tutoring) to get involved with the local program

- staffing
- program funding
- state and national literacy networks, “we are part of a literacy family”
 - ✓ Oklahoma Department of Libraries (ODL)
<http://www.odl.state.ok.us/literacy/index.htm>
 - ✓ Oklahoma Literacy Coalition (OLC) membership brochure
<http://www.odl.state.ok.us/literacy/publications/other/olc-brochure.pdf>
 - ✓ ProLiteracy
<http://www.proliteracy.org/>

Resources

Training by Design, Literacy Workshop Presentations 1, Section B-1, pp. 32-35
Facts and Statistics Brochure, available from Oklahoma Literacy Resource Office

Support materials

For each participant

- bookmarks
- local brochure
- newsletter
- *Facts and Statistics* brochure, available from ODL
- *Literacy Notes*, ODL newsletter
- OLC brochure, available to download at
<http://www.odl.state.ok.us/literacy/publications/other/olc-brochure.pdf>
- local program tutor job description or sample tutor job description
- pen or pencil
- other materials

Note: It is important not to overwhelm participants with information, but to give them enough detail to make informed decisions.

Adult Learner/Tutor Speaker

15 minutes

Purpose

To allow workshop participants to hear the learning experiences of a local adult learner and/or tutor. The segment also provides an opportunity for adult learners to be involved in the local literacy program.

Format

This “from the heart” segment should illustrate how the **local literacy program changes lives** whether told by an adult learner or by a tutor. One way to do this is to interview a tutor or learner. Practice ahead of time to help them feel comfortable before the audience.

If a live presentation is not possible, you might read a story from *Celebrating Our Journey* or show a video of a local learner/tutor.

Resources

Celebrating Our Journey, Oklahoma Literacy Resource Office Lending Library

Support Material

Celebrating Our Journey

Follow-up Information and Questions

10 minutes

Purpose

To provide information to those interested in becoming tutors.

Format

Prospective tutors should have a general idea of **what is expected** in time commitment, membership, training, reporting, etc.

This information can be presented by the program director.

Suggested topics include, but are not limited to:

- local tutor job description
- program policies pertaining to tutors
- agenda for Open Minds 3 tutor training workshop (Six Hour Core and Three Hour Follow-up)
- dates and registration for tutor training workshop

Conclude with questions from the group and homework assignment for those who will return for follow-up training.

Explain that the **assigned on-line course** will give insight into adult learning and should be **completed before the next training session**.

Homework assignment from Verizon Thinkfinity Literacy Network

90 minute self directed on-line course, *Principles of Adult Learning*, available at <http://literacynetwork.verizon.org/TLN/courses>

Resources

Open Minds, Orientation, "Sample Tutor Job Description," pp. 9-10

Training by Design, Literacy Workshop Presentations 1, Section B-1, pp. 36-37

Verizon Thinkfinity Network—<http://literacynetwork.verizon.org/TLN/courses>

Support Materials

Sign-up sheet for six hour training

For each participant

- program policies for tutors
- agenda for tutor training workshops
- dates of upcoming tutor training workshops
- information on Verizon Thinkfinity online courses
- local program tutor job description

Sample Tutor Job Description

(customize or use local program document)

Tutor Job Description

The XYZ Literacy Program tutors provide basic literacy instruction to adult learners seeking to improve their reading and writing skills. Instruction takes place at the library or at other sites recommended by the literacy director. Tutors must be at least 18 years old and have a high school diploma or equivalent.

Training

Tutors are required to attend a 9 hour *Open Minds* tutor workshop. Following the workshop, tutors must participate in at least one continuing education training annually.

Requirements

XYZ Literacy Program tutors:

- must be patient, sensitive, dependable, and flexible;
- must be able to make a one year commitment as a tutor;
- should meet with a learner for a minimum of one and a half hours each week at a regularly scheduled time and place;
- assist the learner in identifying specific learning goals;
- work with the learner and the program director to select appropriate curriculum and teaching materials;
- set aside time each week to plan reading and writing lessons that will help the learner achieve his/her goals;
- assist the learner to develop a portfolio of his/her writings;
- attend bi-annual meetings with the learner and program director to discuss progress and to review the learner's recent assessment;
- periodically acknowledge the learner's progress and success;
- submit monthly tutoring reports to the program director to report tutoring hours, resources needed, and any problems or concerns;
- treat learners with respect and maintain a learner-centered team approach to learning;
- maintain learner confidentiality;
- notify the literacy director of changes in your address and/or changes in your learner's address.

Resources and Support

In addition to regular communication with the program director, tutors benefit from:

- visiting the literacy office to review and check out support materials for tutoring, including curriculum, accommodations, and learning games;
- attending special learner events, fund raising events, annual meeting, and continuing education opportunities;
- sharing success stories for possible inclusion in the program newsletter, website, and brochure;
- making use of the literacy computer lab to enhance the learner's skills.

Please call the XYZ Literacy Program at 000.000.0000 for information about upcoming tutor training workshops.

I understand and accept the responsibilities of being an adult literacy tutor.

Signature

Date

Thanks to the San Francisco Public Library literacy program, the Ruth G. Hardman Adult Literacy Service (Tulsa), and the Great Plains Literacy Council (Altus) for inspiring this sample job description.

Open Minds 3

Innovative Strategies for Oklahoma Literacy Instruction Six Hour Core Tutor Training

Before the training

1. Make **copies of handouts** for each participant. Handouts R1-26 may be found in the Resource Section of the *Open Minds 3 Trainer Manual*. Handouts may also be copied from the *Open Minds 3* disk.
 - ✓ Additional handouts may be included. Work with the director to include local program handouts. These might include the Tutor Information Sheet, Tutor Job Description, workshop agenda, etc.
2. Prepare a packet of handouts for each participant
3. **Work with the program coordinator** to ensure adequate quantities of
 - ✓ the tutor resource book used by the program such as *Teaching Adults* or *LitStart*
 - ✓ the curriculum used by the program

After the training

Send a copy of the sign-in sheet with addresses and email contact to ODL

Open Minds 3

Innovative Strategies for Oklahoma Literacy Instruction

Six Hour Core Tutor Training Agenda

Six Hour Core Training

Music playing as participants arrive

Welcome and Introductions	5 minutes	p. 1
Learning Styles	30 minutes	p. 3
Principles of Adult Learning	25 minutes	p. 5
Curriculum	60 minutes	p. 7
Review	10 minutes	p. 11
Goal Setting	40 minutes	p. 13
Language Experience Approach	40 minutes	p. 16
Reading Strategies	60 minutes	p. 19
Review	20 minutes	p. 23
The First Meeting	60 minutes	p. 25
Wrap-up	10 minutes	p. 27

Open Minds 3

Innovative Strategies for Oklahoma Literacy Instruction Six Hour Core Tutor Training

Welcome

5 minutes

Introductions

Purpose

To welcome those attending and to introduce the training team. Because minimal time is allotted for this segment, program representatives should keep their comments as brief as possible.

Format

Create an inviting atmosphere by playing background music as participants arrive. The song, *Words are Your Wheels*,* is a good selection.

Distribute a packet with handouts for the session **and a tutor resource book** (*LitStart or Teaching Adults*) for each participant.

Name tags should be available for all participants as well as for trainers and program representatives.

Greet participants as they arrive. Ask them to sign-in and make a name tag. A sign-in sheet can be found at R-1 in the Resources section of the *Open Minds 3 Trainer Manual*. Hand each person a copy of the *Brain Teasers*, R-2 in the Resources section. Participants can work on this until time to start the training.

When it is **time to start**, welcome the group and introduce the training team. Explain that this is a six hour core training to demonstrate the basic requirements to tutor. At a date in the near future, there will be a follow-up training to become certified. Tutors must attend both trainings for certification. Go over the answers to the *Brain Teasers*. If desired, give a prize for the top winners.

Resources

Open Minds 3 Trainer Manual

- *Sign-in Sheet*, Resources, R-1
- *Brain Teasers*, Resources, R-2
- *Brain Teasers Answers*, Resources, R-3

Support materials

sign-in sheet

tape/disk player

prizes

Words are Your Wheels, cd is available from the Literacy Resource Office

For each participant

- name tag
- markers
- *Brain Teasers* handout
- handout packet
- tutor resource book (*Teaching Adults or LitStart*)
- workshop agenda

Learning Styles

30 minutes

Target Learning

Purpose

To help participants identify learning styles and understand the impact they have on the learning process.

Format

The education field recognizes several distinct learning styles. Some individuals learn more effectively through visual modes, others are stronger in the auditory mode, while others may learn best in the tactile/kinesthetic mode.

Ask each participant to **complete a *Learning Styles Inventory*** handout to identify his personal learning style. Have them look at *Building Learner's Strengths* handout to see if any points would have been helpful or were used by the participants when learning a new task.

Lead a discussion about how people learn concluding that **adult learners often learn in a style different from the tutors' style**. The learners' styles should be identified early in the tutoring experience so tutors can teach using the learner's style to ensure success in the learning process.

Following the discussion, have each participant say his name and tell his learning style.

Encourage participants to mark pages in the tutor resource book for reference. (*Teaching Adults*, pages 25-26, *LitStart*, pages 18-19)

Resources

LitStart, pp. 18-19

Teaching Adults, pp. 25-26

Open Minds 3 Trainer Manual

- *Learning Styles Inventory*, Resources, R-4-5
- *Building on Learners' Strengths*, Resources, R-6

Support Materials

For each participant

- *Learning Styles Inventory* handout
- *Building on Learners' Strengths* handout

Principles of Adult Learning

25 minutes

Characteristics/Challenges

Purpose

To provide participants with insight to the characteristics and needs of adult learners and the unique aspects that must be considered when teaching adults.

Format

Tutors should be aware of characteristics and needs of adult learners that may influence learning.

When a prospective tutor contacts the local program, the director may suggest that in preparation for the tutor training, he may participate in a 90 minute online course, “**Principles of Adult Learning**” at the *Verizon Thinkfinity* site, <http://literacynetwork.verizon.org/TLN/courses>

Before the training, verify that the program director recommends the course to prospective tutors.

Provide the following information by lecture, handouts, PowerPoint, or video.

By definition, illiteracy is a term used to describe the inability to read and write a simple message in any language. **Functional illiteracy** is a term describing the condition of adults that meet significant obstacles in their daily lives due to low reading abilities—difficulty reading things like street signs, recipes, warning labels, etc. They therefore lack the skills required to be successful in the family, workplace, and community.

Video

10 minutes

Tell the group that they are going to view a videotape that depicts the daily struggles in the life of Julie as she interacts with a sick child, the doctor’s office, a utility company, and a friend and carries out her employment responsibilities while attempting to cover up her lack of literacy skills. Play the 10 minute segment, “Life without Literacy: A Daily Challenge,” of the *Training by Design The Literacy Challenge* videotape.

Conclusion

10 minutes

Following the videotape, direct participants to the *Characteristics of Adult Learners* handout and recap the points from the handout. Discuss the implications for teaching adults.

Ask the participants if they had opportunity to take the online course, *Principles of Adult Learning*. Encourage them to share what they learned about adult learners.

Tell the audience that in order to provide effective services, we need to know our learners, respect their efforts, and be sensitive to their needs.

Following the discussion, encourage participants to mark pages in the tutor resource book for reference. (*Teaching Adults*, pages 18-21, *LitStart*, pages 14-25)

Resources

LitStart, pp. 14-25

Teaching Adults, pp. 18-21

Open Minds 3 Trainer Manual

- *Characteristics of Adult Learners*, Resources, R-7

Training Design Literacy by Workshop Presentations 1, Section C-4, pp. 75-89

Training by Design videotape, *The Literacy Challenge: "Literacy: A Daily Challenge"*

Support Materials

Videotape, if using that format

For each participant

- *Characteristics of Adult Learners* handout

Published Material

Purpose

To provide participants an opportunity to see and evaluate the curriculum series used by the local program.

Format

Provide a copy of the program's core curriculum for participants to use during this portion of the training.

Provide the following information by lecture, handouts, PowerPoint, or video.

Distribute *About the Series*, Resources, R-8 and *About the Lessons*, Resources, R-9 as handouts for participants to take notes as you introduce the curriculum series.

Activity

15 minutes

Ask participants to take notes on the *About the Series* handout as you introduce the books.

Discuss only one series of curriculum during the six hour core training. Provide a brief overview of the program's core curriculum and teacher's guide. Include items such as:

1. Number of books in the series
2. Grade levels covered by each book
3. Is material presented in a systematic manner?
4. Does material build on concepts?
5. Are there scripted instructions?
6. Is there supplemental material?
7. Is there a way to check progress?
8. Is there a skills/scope sequence?
9. Are there learner assessments?

10. Is there teacher support?
11. Are multi-sensory techniques used?
12. Are there activities that incorporate outside materials/real life materials into the curriculum?
13. How is learner placement determined?

Activity

10 minutes

Group participants in pairs. Provide each person with a teacher's manual and student book. Allow 10 minutes for participants to look through the material and using the form *About the Lessons, Resources, R-9* find examples of the following.

1. List objectives for a lesson.
2. Identify opportunities for learners to
 - a. Read
 - b. Write
 - c. Listen
 - d. Speak
3. Identify ways activities accommodate a variety of learning styles. Reference *Building on Learners' Strengths, Resources R-6*.
4. Identify a way to check progress at each lesson.
5. Identify suggestions of ways to supplement, reinforce lessons.
6. Is there homework?
7. Identify interesting/relevant topics, stories, and pictures.
8. Identify real life materials in the lesson.

Demonstration

20 minutes

Tell participants that now you will **teach Lesson 1** of the curriculum as if the audience is a group of learners. Teach the lesson as directed in the teacher's manual. Following the lesson, allow time for questions and comments.

Conclude the demonstration by telling tutors that this was a quick demonstration and that when working with a learner, the lesson may take more than one session to cover entirely. Encourage them to be sensitive to the endurance/fatigue of the learner. It is important not to rush through a lesson.

Note: *Training by Design Literacy Workshop Presentations 2*, pp. 295–345 provides a format to demonstrate the *Laubach Way to Reading* series.

A training format on how to use *Challenger* can be found on pages 349–400 of *Training by Design Literacy Workshop Presentations 2*.

A *Voyager* PowerPoint presentation is included on the *Open Minds 3* disk.

As an **alternate activity**, you may show the 13 minute “Introduction to the Laubach Way to Reading” and/or a segment of the 33 minute “Introduction to Challenger” from the *Training by Design* videotape series.

Suggest that tutors may borrow a videotape from the *Training by Design* series for **continuing education**. *Training by Design* videotapes “Introduction to LWR Series” and “Introduction to Challenger” are available for basic literacy. Videotapes, “Introduction to the LWE Series” and “Using LifePrints,” for English language learners are available either from the local literacy program or from the lending library of the Oklahoma Literacy Resource Office.

Note: Explain the terminology LWR, and LWE if you use this material.

Activity

15 minutes

Have each pair spend about 10 minutes looking through lesson 2 noting skills covered in the lesson

Close with questions/comments.

Resources

Open Minds 3 Trainer Manual

- *About the Series*, Resources, R-8
- *About the Lessons*, Resources, R-9
- *Building on Learners' Strengths*, Resources, R-6

Voyager PowerPoint, Open Minds 3 cd

Training by Design, Literacy Workshop Presentations 2

- Section F-1, pp. 223-234
- Section H, pp. 295-345
- Section I, pp. 349-400

Training by Design videotape

Introduction to LWR Series

Using LifePrints

Introduction to LWR Series

Introduction to Challenger

Support Materials

Display of curriculum from the shelves of the local program

Videotape or PowerPoint, if using that format

For each participant

- Copy of teacher's guide and student book
- *About the Series* handout
- *About the Lessons* handout
- *Building on Learners' Strengths* handout

Review

10 minutes

What We Have Learned

Purpose

To review some key points from the previous topics.

Format

Provide participants a copy of the *Key Points to Remember* handout, Resources, R-10. Allow 5 minutes for them to complete the form. Spend the remaining 5 minutes reviewing and answering questions.

Key Points to Remember

1. _____ learners benefit by using highlighters, pictures, and written assignments.
2. _____ learners learn better by oral directions, music, books on tape, and repeating after the tutor.
3. _____ learners learn best by using hands on materials, tracing letters, using manipulatives, and taking frequent breaks.
4. Tutors should connect learning to the learner's personal _____
5. Adult learners may have a fear of _____
6. The core curriculum used by our program is _____
7. Name two books where tutors can find tutoring ideas, techniques, and instructions.

Answers

1. Visual learners
2. Auditory
3. Tactile/kinesthetic
4. Goals
5. Failure
6. Insert your program's curriculum here
7. *Teaching Adults*, *LitStart* (pick the one used by your program) and the teacher's manual of the program's curriculum

Resources

Open Minds 3 Trainer Manual

- *Key Points to Remember*, Resources R-10

Support Materials

For each participant

- *Key Points to Remember* handout

Goal Setting

40 minutes

Making Learning Relevant

Purpose

To understand the importance of learner centered goals and to practice breaking long term goals into manageable chunks.

Format

Provide the following information by lecture, handouts, PowerPoint, or video.

Introduction

5 minutes

Goal setting is the cornerstone of a learner-centered environment. Decisions about teaching methods and materials to use will depend on the learner's goals. Goal setting helps both tutor and learner build a framework for planning and organizing lessons and monitoring progress. Working together, the tutor/learner pair should revisit these goals and decide if they have been met or if they need to be modified.

When a learner contacts the literacy program, the coordinator will ask questions about goals he wishes to accomplish. This information will be shared with the tutor at the time of the tutor/learner match and will help begin the tutoring journey.

Tutors may explain to learners that it may be helpful to think in terms of traveling. The long term goal is your destination. The short term goals are the places passed along the way. Before taking a long trip, the traveler needs to think about the things that are needed for the trip (map, money, snacks, book on tape, etc.). These items make the journey easier and more enjoyable.

The same type of planning needs to take place when discussing a learner's goals. A learner might state his goal as "get my GED" or "get a better job." These are good long term goals and should be noted by the tutor. The next step is for tutor and learner to work together to break long term goals into smaller, short term goals. This process may be unfamiliar to the learner and require coaching from the tutor.

Many learners have difficulty identifying specific long term goals. Tutors may use the *Goal Setting* handout, Resources, R-12—16 when working with learners. Ask audience members to look at the *Goal Setting* handout and note that goals are

broken into several categories: General Skills, Transportation, Money, Jobs, Government, Health, Food , Children, Recreation, and Religions.

Most learner goals will fit into one or more of these categories. It is important not to overwhelm the learner by trying to complete the entire form in one setting. Instead, discuss one or two subheadings at each lesson.

Activity

10 minutes

Distribute *Jessica Jones Learner Profile* handout, Resources, R-11 of *Open Minds 3 Trainer Manual*.

Allow the group a few minutes to look over the goals. As a group, identify Jessica's goals.

Write the goal of reading to her child on a flip chart and work with the audience to break the goal into **manageable steps** that will equip the learner to read aloud to her child. The learner's list of short term goals might look like this:

Read a Children's Book

- Learn how to share a wordless book with my child
- Learn how to read nursery rhymes
- Practice rhyming/word families
- Learn how to read a different book every other month
- Overcome fear of "messaging up" when reading to my child
- Practice identifying Bs and Ds
- Get a library card

Note: It is important for tutors to **understand the necessity of making a learner's goals the driving force for all instruction**. This philosophy may be quite different from the way they (tutors) or the learners were taught in school or in other educational settings.

Activity

20 minutes

Divide the audience into pairs and ask them to take another look at Jessica's profile. Ask participants to identify short term goals that will help Jessica work towards her long term goal of applying for the assistant manager position at the school cafeteria.

Conclude with feedback and ideas from the group.

Remind participants that during this activity, they as tutors determined the short term goals, teaching tools, and activities. In actual practice, after being matched with a learner, they should include the learner in the process. Learners may add, delete,

or update their goals at any time. Goals should be reviewed periodically to determine progress.

At the conclusion of this workshop session, **direct the participants** to *Teaching Adults*, pages 38-39 and *LitStart*, pages 32-34.

Resources

LitStart, pp. 32-34

Open Minds 3 Trainer Manual

- *Jessica Jones Learner Profile*, Resources, R-11
- *Goal Setting*, Resources, R-12-16

Teaching Adults, pp. 38-39

Support Materials

flip chart

markers

For each participant

- *Jessica Jones Learner Profile*

Language Experience Approach

40 minutes

The Learner's Story

Purpose

To provide new tutors with teaching strategies that can be put to immediate use with learners at any reading level.

Format

Provide the following information by lecture, handouts, PowerPoint, or video.

Introduction

10 minutes

Introduce the following steps for using the Language Experience Approach (LEA). Tell participants that LEA is an important technique to use because a **learner is reading his story written in his words**. The story may be more meaningful as words are from the learner's vocabulary and the story is familiar.

Steps

- To get the story on paper, tutors may encourage the learner to **share some part of his life** such as a hobby, a funny incident, family story, etc. It is important to respect the learner's private life when using this approach. The tutor may also involve the learner by talking about a picture from a magazine, newspaper, book, or discussing a story from the curriculum.
- After the learner tells the story, the tutor should guide the learner to **retell the story**. For beginning learners this could be 3 or 4 sentences. As the student dictates, the tutor should write the exact words using correct spelling and punctuation.
- **Read the story to the learner.** Ask if this is what he wanted to say.
- **Read the story in unison** with the learner. A higher level learner may choose to read it alone.
- Use the story to **teach reading and writing strategies**.
- **Keep a copy** of the writing in the **learner's portfolio** for use in subsequent lessons and to review progress in writing.

Step
by
Step

Activity

10 minutes

Following the introduction of the LEA, **demonstrate this procedure** by asking for a story from a participant. **Follow the steps** on the previous page to get the story on paper.

Write the story on a flip chart leaving space between lines.

Demonstrate strategies that could be used to teach reading. Following is a **strategy that may be used with beginning learners**.

For beginning learners

Ask the learner to

- underline every c (or other letter) in the story.
- circle any words that appear more than once in the story.
- choose 4–5 words he would like to learn and copy those words onto flash cards. Review the flash cards. If the learner has difficulty remembering a word, have him draw on the back of the card to help with recall of the word. Ask the learner to take the cards home for review and bring them to the next session.

Ask participants to mark *LitStart*, Strategy 33, p. 147 or *Teaching Adults*, Activity 30, p.72 as examples for this exercise.

For intermediate learners

Ask learner to

- find a word that can be used in a word family exercise (rhyming words)

Use *Teaching Adults*, Activity 39, p. 81 or *LitStart*, Strategy 37, p. 151 as examples for this exercise.

Activity

15 minutes

Divide the group into pairs for role play. Using the techniques described earlier, have each pair role play writing a story. Using *Teaching Adults* or *LitStart* select a word study strategy. One partner should use the strategy to teach a concept to the other partner. If there is time, the pair should reverse roles. Word study strategies can be found in *LitStart*, pp. 140-167 and *Teaching Adults*, pp. 72-92.

Allow time for questions and comments.

As an alternate presentation or to expand this segment, show the videotape, *Training by Design Speech Sounds/Language Experience*, “The Language Experience Approach.”

You may also find short presentations at youtube.com. Search for language experience approach to find a clip suitable for your purpose.

At the conclusion of this workshop session, **direct the participants** to *Teaching Adults*, pages 45–50 and *LitStart*, pages 110–111 for more information on using the Language Experience Approach.

Resources

LitStart, pp. 110–111, 140–167, 151

LVA #4 Phonics/Word Patterns/Basic Reading videotape (available for loan from ODL)

Training by Design Literacy Workshop Presentations 2, Section F-2, pp. 235–244

Training by Design Speech Sounds/Language Experience, “The Language Experience Approach” videotape

Teaching Adults, pp. 45–50, 72–92, 81

youtube.com

Support Materials

LVA #4 Phonics/Word Patterns/Basic Reading videotape (available for loan from ODL)

Training by Design Speech Sounds/Language Experience, “The Language Experience Approach” videotape

flip chart

markers

[youtube clip](http://youtube.com)

Reading Strategies

60 minutes

Reading With Understanding

Purpose

To help the tutors understand the concept of reading for meaning and to provide tutors with strategies for teaching reading.

Format

Trainer will involve the audience in a demonstration of **reading with understanding**. Following the demonstration and brief discussion, the audience will receive information on 3–4 strategies for teaching reading. Finally, the audience will be provided information as to where to find reading strategies.

Provide the following information by lecture, handouts, PowerPoint, or video.

Introduction

10 minutes

This segment will provide some specific strategies can be used to teach reading, not only to enhance the curriculum, but also to use in teaching other materials that are of interest to the learner.

The definition of reading is, “**interpretation of the written or printed word.**”

Distribute *The Reading Process*, Resources, R-17

In order to gain meaning from written text, individuals must:

Recognize the words

Understand the message

React to the text—compare information with their knowledge and experience

Apply—Be able to use the knowledge gained from reading or to meet personal needs

Learners must be able to find meaning in text in order to gain skills.

Tell the audience, that in the next few minutes, they will see if it is true that all four components are necessary for reading to take place. Use the following demonstrations to emphasize the truth of this statement.

Demonstration

15 minutes

Display *How to Find It*, Resources, R-18 with the paper folded so the picture of the radio is hidden or print as a handout (without the picture of the radio).

Ask the audience to take a few minutes to read the message.

Ask if there are words they don't understand.

Call for a volunteer to summarize the passage in his own words.

Typically, no one will be able to summarize the message. Tell the audience that even though a reader recognizes the words, the passage has no meaning so by our definition, it wasn't really reading. Remember, a person must be able to understand and react to what they read.

Tell the audience that if you give a clue, the passage will make sense.

Unfold the paper to reveal the picture of the radio.

Tell the audience that tutors need to direct learners to clues that help them make sense of reading. Pictures are useful. If they are not available, conversation about the subject prior to reading may be helpful.

Display *Missing Letters* handout, Resources, R-19

Becoming a t_tor is a rew_rd_ing and ex_t_ng exper__nce. By h_lp_ng s_m_one le_rn to read, you b_com_ both a te_ch_r and a le_rn_r.

Ask the audience to read the message aloud. Usually, everyone is able to read the passage.

Ask if they understand the vocabulary. Tell them that even though many of the letters are missing, they were able to decode the passage because of their knowledge of reading and previous reading experience. Ask, "despite the missing letters, did reading take place?"

Tell the audience to keep this exercise in mind when teaching reading. Remember, that comprehension or reading with understanding increases when the reader is able to **recognize words** and their meanings, **understand** the intended message of the author, **react** to the information from their own frame of reference, and **use or apply** the new knowledge to meet personal needs. We want to give our learners the tools they need to read with understanding.

Activities

30 minutes

Continue the session with one of the following options or use a technique of your own. Allow time for questions and wrap-up. As an alternative, you may also show *Training by Design* videotape, “Reading for Meaning.” The videotape is 26 minutes long.

Activity—Learning Stations

Set up three or four learning stations for demonstrations of reading strategies. Before the training, ask volunteers or staff from the local program to role play tutors and learners so your audience can observe the techniques in action. Divide the audience into groups and have them rotate between the stations and observe the demonstrations. Strategies can be found in *Teaching Adults*, pages 51–95 and *LitStart*, pages 94–119.

Activity—Share with your neighbors

Divide the audience into groups of 3 or 4. Prepare slips of paper, each one containing a specific reading strategy and the page in *Teaching Adult*, or *LitStart* that explains the technique. Make sure each person in a group has a different strategy. Ask each audience member to select a slip of paper and read about the strategy specified on the paper. After a few minutes, have each individual summarize the technique for the other members of the group. If time allows, ask a few individuals to share with the entire audience.

Activity

Videotape

Show “Reading for Meaning,” *Training by Design* videotape.

Activity—Role Play

The trainer may demonstrate 3 or 4 strategies working with volunteers or an audience member as a learner or involving the audience as a whole.

Wrap-up/Questions

5 minutes

Direct the audience to *Teaching Adults*, pages 51–95, or *LitStart*, pages 94–119, for reference.

Conclude

5 minutes

Advise the audience that including the Language Experience Approach, they have now learned 4 or 5 reading strategies to use in the tutoring session.

Tell tutors that as they work with a learner, it is important not to correct every reading mistake. A “**Golden Rule**” mentioned in *LitStart* is to strive to **help your learner be 80-90% successful**. If the learner consistently achieves 100% success, the work is too easy. If the learner is having a difficult time and is getting frustrated, you should select material that is easier. It is important for the learner to understand the meaning of the passage.

Also, remember to include materials that **address the learner’s goals**. Be sure that the learner reads with understanding and is not just struggling to decode the words on a page. Finally, give the learner encouragement and acknowledge reading achievements.

Resources

LitStart, pp. 94-119

Open Minds 3 Trainer Manual

- *The Reading Process*, Resources, R-17
- *How to Find It*, Resources, R-18
- *Missing Letters*, Resources, R-19

Teaching Adults, pp. 51-95

Support Materials

Materials for reading strategies activity

For each participant

- *Missing Letters* handout
- *How to Find It* handout
- *The Reading Process* handout

Review

20 minutes

What We've Learned

Purpose

To re-emphasize and review key points of the core training.

Format

Participants will review key points from the training using the one of the following techniques, or an alternate technique of your choice.

Technique 1

Sample review questions can be found beginning at the bottom of this page and in Resources at R-20 for photocopying. Be sure the questions asked were covered during the training.

Write each of the review questions on a slip of paper and place the slips in a bowl. Each participant will draw a question, read the question aloud, and share the answer. This can be done in small groups or with the entire group.

As an alternate procedure, have the participant read the question and ask the group to provide the answer.

Technique 2

Write review questions on the sides of a big dice. Divide the audience into groups and ask each participant to roll a dice and answer the question printed on the dice. Dice may be borrowed from the Literacy Resource Office.

Technique 3

Write questions on a handout and have the participants work in pairs to answer all the questions. After a few minutes, the trainer will ask the questions aloud and solicit the correct answers.

Sample Review Questions

1. What are the three learning styles?
2. What are three things you can do to help a tactile/kinesthetic learner?
3. What do you do after you know the learner's long term goals?
4. Why is knowing the learner's goals important?
5. How will you identify the learner's long term goals?

6. What is the first step in the Language Experience Approach?
7. What is one teaching strategy that can be used during a Language Experience Approach lesson?
8. What four things must take place in order for students to gain meaning from written text.
9. What are two strategies that can be used to teach reading?
10. What are three components in the lessons of our core curriculum (replace the words “core curriculum” with the curriculum used by your program i.e. *Voyager, Endeavor, Challenger, Laubach Way to Reading*)

Review Question Answers

1. Visual, auditory, tactile/kinesthetic
2. Use carpet squares or sandpaper to trace letters, scrabble tiles, magnetic letters, flash cards, white boards, keyboard, learning games, keep “toys” on hand when tutoring, take frequent breaks, frequent change of activities, etc.
3. Break the goals into manageable steps
4. They are the driving force for all instruction
5. Talk with them, use the *Goal Setting* handout Resources, R-12-16
6. Have the learner share a story
7. Identify letters, learn sight words, practice word families, student writing, etc.
8. Recognize, understand, react, apply
9. Duet reading, echo reading, questioning, etc.
10. Learning objectives; opportunities for learners to read, write, listen, and speak; activities that accommodate a variety of learning styles; ways to reinforce lessons; homework; use of real life materials, etc.

Resources

Open Minds 3 Trainer Manual

- *Final Review Questions*, Resources, R-20

Support Materials

For each participant

- *Final Review Questions* handout, Resources, R-20

The First Meeting

60 minutes

Welcome the Learner

Purpose

To emphasize the importance of the initial impression when meeting with a learner for the first time and provide an opportunity to plan for the first meeting.

Format

Provide the following information by lecture, handouts, PowerPoint, or video.

Before You Meet

5 minutes

It is important that new tutors understand what happens once they are matched with a learner. Spend a few minutes explaining the procedure followed by the local program. Explain that the coordinator will provide the name of a learner that has requested tutoring times that are compatible with a time the tutor is available. The coordinator will provide tutors with information about the goals of the learner and an estimated reading level along with possible materials that might be used in the tutoring sessions. Some programs have a policy that the coordinator, tutor, and learner meet in a three-way session to introduce the pair and to provide guidance for getting started. Describe how the first meeting between tutor and learner is scheduled. Be sure to **confirm this is the policy of your program** before the training.

Activity

20 minutes

Distribute *First Meeting Sample Lesson Plan*, Resources, R-21, *Open Minds 3 Trainer Manual*

Explain that the *First Meeting Sample Lesson Plan* has been developed because tutors may be anxious about the first meeting and need a structured plan for confidence as they get acquainted with the learner.

Using the sample plan, ask participants to work with a partner to practice meeting a learner for the first time. Encourage them to role play the first meeting.

At the end of this segment, **encourage tutors to use** *Teaching Adults*, pages 29-39 or *LitStart*, pages 27-42 for possible discussion topics.

Video and Discussion

25 minutes

View the *Training by Design* videotape, “Sensitivity: The Other Half of Communication.”

This video is produced in 3 segments. The first is a **6 minute clip** which depicts adult learner Derek meeting tutor Nancy for the first time. Problems develop which can be discussed by the viewers.

The second segment also **6 minutes long** is a repeat of the first meeting with Derek and Nancy sharing their feelings during the meeting.

The third segment which lasts **5 minutes** shows a successful first meeting.

Conclude this discussion with a challenge that participants plan carefully for the first meeting. Remind them that while curriculum planning is important, it is also important to plan ways to make the learner feel comfortable and important.

Questions

10 minutes

Distribute the *Oklahoma Adult Learner Book*. Demonstrate how tutors can go over the publication during the first session. Note that the book features pictures of Oklahoma learners.

Resources

Open Minds 3 Trainer Manual

- *First Meeting Sample Lesson Plan*, Resources, R-21

Lit Start, p. 27-42

Teaching Adults, pp. 29-39

Training by Design videotape, “Sensitivity: The Other Half of Communication”

Training by Design Literacy Workshop Presentations 1, Section C-4, pp. 75-86

Support Materials

Training by Design videotape, “Sensitivity: The Other Half of Communication”

For each participant

- *Oklahoma Adult Learner Book*, available from the Oklahoma Literacy Resource Office
- *First Meeting Sample Lesson Plan*

Wrap-up

10 minutes

Purpose

To give participants information about what happens next and allow opportunity for questions.

Format

Work with the coordinator to provide useful information about the next steps. This could include but is not limited to:

- 3 hour follow-up date (suggested in 3-6 weeks) for completion of training and certification
- When tutors will be matched with a learner
- Who to call for information or questions
- Curriculum, resource books—given now or when matched?
- Other items as directed by the coordinator

Allow for questions

Instruct participants to complete the *Tutor Information Form* found in their packets. This form should be the document used by the local program. A *Sample Tutor Information Form* can be found at R-23 in Resources. The sample form includes tutor registration information, a confidentiality agreement, and a permission policy and may be of interest to the program director. Collect the information forms to give to program coordinator.

Email sign-up sheets including email contact of participants to rbarker@oltn.odl.state.ok.us

Resources

Local program *Tutor Information Form*

Support Materials

Tutor Information Form handout

Open Minds 3

Innovative Strategies for Oklahoma Literacy Instruction Three Hour Follow-up Tutor Training

Before the training

1. Make copies of handouts for each participant. Handouts, H-2—6 may be found in the Resources Section of the *Open Minds 3 Trainer Manual*
2. Prepare a packet for each participant
3. Collect items to put on the tables—pads of paper, water, pipe cleaners and other “toys” like those displayed during the ODL trainer training
4. Work with the program coordinator to ensure adequate quantities of
 - ✓ the tutor resource book used by the program such as *Teaching Adults* or *LitStart*
Note: if participants were allowed to take home the tutor resource book following the six hour training, call or send a postcard to remind them to bring the book to the three hour training
 - ✓ the curriculum to be covered in the 3 hour follow-up training. This could include upper levels of the curriculum used by the program, TV411, computer software or other material as advised by the program director

After the training

Send to ODL

- a copy of the sign-in sheet
- comments from participant evaluations

Open Minds 3

Innovative Strategies for Oklahoma Literacy Instruction

Three Hour Follow-up Tutor Training Agenda

Three Hour Core Training

Music playing as participants arrive

Welcome/Review	20 minutes	p. 1
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Curriculum Follow-up/Real World Material	40 minutes	p. 2
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Introduction to Accommodations	30 minutes	p. 4
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Lesson Planning	70 minutes	p. 7
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The Tutoring Venture	20 minutes	p. 10
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Open Minds 3

3 Hour Core Follow-Up Training

Welcome/Review

20 minutes

Purpose

To welcome those attending and to briefly review topics covered in the 6 hour training.

Format

Ask participants to sign-in and make a nametag.

Welcome participants and ask for feedback from anyone who has tutored since the previous training. Because minimal time is allotted for this segment, comments should be brief.

Following the welcome, briefly review topics covered in the 6 hour core training. Divide the audience into small groups or pairs and have them work on the *Review* handout Resources, H-2, or review using a technique of your choice. Allow time for discussion and answer questions.

Resources

Open Minds 3 Trainer Manual

- *Sign-in Sheet*, Resources, H-1
- *Review* handout, Resources, H-2

Support materials

Sign-in Sheet

For each participant

- name tag
- markers
- agenda
- *Review* handout

Curriculum Follow-up/Real World Materials

40 minutes

Published Material

Purpose

To provide new tutors with information and practice on the upper levels of the core curriculum, and to answer questions they have encountered while tutoring.

Or, to provide new tutors with information on alternate and/or supplemental material including computer software, *TV411*, etc.

Provide the following information by lecture, handout, PowerPoint or video

Introduction

20 minutes

Share information about the upper levels of the program's curriculum or an alternate/supplemental material such as *TV411*, computer programs or other published material owned by the program. To avoid confusion, it is recommended that only one series be covered during this follow up. Additional tutoring resources can be covered during in-service training.

Real World Materials

20 minutes

Tell the group that one way to address learner goals is to use real world or real life materials. These materials will take the learner out of the curriculum and use things that are part of their everyday life.

Ask the audience to brainstorm real life materials that could be used with learners. Answers could include help wanted ads, resumes, cookbooks, grocery ads, children's books, utility bills, job manuals, and other items that relate to learners' goals. Discuss possible teaching strategies when using real life materials being sure to include **reading, writing, listening and speaking**. Divide the audience into pairs and ask them to find a strategy in *Teaching Adults* or *LitStart* that can be used.

Allow time for the groups to share their ideas.

Resources

LitStart, pp. 48-51

Teaching Adults, pp. 93-95

Support materials

Any real life materials to be used in the sessions

For each participant

- Any handouts you develop to cover the topic
- Copies of curriculum used by local program

Introduction to Accommodations

30 minutes

Overcoming Obstacles

Purpose

To define briefly what accommodations are and how they are used to address different learning styles of literacy learners.

Format

Tutors should give the learner every opportunity to be successful in their learning process. Many learners have unique learning styles that differ from tutors. Tutors need to be aware of the student's learning style and structure lessons to fit the learner's style.

Provide the following information in lecture, handout, PowerPoint or video

Introduction

5 minutes

Ask the audience to recall the *Learning Styles Inventory* exercise from the six hour training.

Note: They have just reviewed the 3 learning styles in the Welcome/Review exercise at the beginning of the workshop.

Ask for a show of hands—How many of you are auditory learners? Visual learners? Tactile/Kinesthetic learners? How many of you learn by a mix or variety of learning styles?

Tell the group that a large percentage of adult learners are tactile/kinesthetic learners. Ask why this might have been a problem for the learner when they were in school.

Example: Tactile learners learn by moving, touching, tapping, etc. This may have disrupted the rest of the class. Also, many teachers may have taught by lecture (best for auditory learners) or by writing on the board and using handouts (best for visual learners).

Ask how knowing a learner's style might impact the tutoring sessions. (Tutors should try to incorporate things that will enhance the learning environment and help the learner.)

Accommodations are modifications to the teaching process that help the learner compensate for learning difficulties and work with the learner's style.

Demonstration

15 minutes

Trainer should have a selection of accommodation tools available for this demonstration. See the following list for ideas of easy to find/use accommodations.

Ask the audience to look at the *Building on Learner's Strengths* handout, Resources, R-6 and review suggestions for visual, auditory, and tactile/kinesthetic learners.

Visual Learners—learn best using the visual modality...seeing the information is best for them. Support learning with

Flash cards

Written directions and assignments

Picture/word association

Colored paper

Colored markers

Colored index cards

Auditory Learners— learn best by using the hearing modality...they need to hear information to best remember it. Promote learning using

Rhythm sticks

Repeating information back to tutor

Use of a tape recorder

Being given both oral and written directions

Music and rhythm to reinforce learning

Tactile/Kinesthetic Learners—learn best by doing...touching and moving helps them learn. Include opportunities for touch and movement using

Carpet squares/sand paper

Instructional board games

Rhythm sticks

Koosh balls

Letter tiles

Doodling

Moving/shifting, tapping pencil, bouncing foot

Demonstration

15 minutes

Demonstrate or explain how to use easy and inexpensive accommodation tools such as carpet squares, sandpaper, flashcards, colored markers, tape recorder, etc.

Ask the audience to tell you what learning style or learning styles are addressed with each tool you demonstrate or discuss. Some tools will address more than one

learning style. (Example: rhythm sticks might work with tactile and auditory learners. Student written flashcards may work with tactile and visual learners, etc.)

Let the audience try several of the accommodations.

Ask participants to recall their personal learning style and ask what accommodation they have used to help them learn.

Ask if they used any accommodation tools or techniques when learning new information during the tutor training workshop? Examples: some individuals may have been doodling or playing with the pipe cleaners when listening to lectures, some may have written key points made by presenters, others may have learned simply by listening.

Explain that the tutor training workshop used several techniques to reach/accommodate the audience's various learning styles. Ask audience to identify a couple of the accommodations.

Examples:

Review conducted at the beginning or the workshop—visual, auditory

Pipe cleaners and notepads available to participants—tactile, visual

Handouts—visual

Demonstrations—auditory, visual

Audience participation—auditory, tactile

Conclude by telling the tutors that it is important for them to help learners identify their learning style and to use accommodations to assist them in the learning process. Tutors should also teach in the way the learner learns best, rather than the way the tutor learns best.

At the conclusion of this workshop session, **direct the participants** to *Teaching Adults*, pages 25-28 or *LitStart*, page 19.

Allow time for questions.

Resources

LitStart, p. 19

Open Minds 3 Trainer Manual

- *Building on Learners Strengths*, Resources, R-6
- Teaching Adults*, pp. 25-28

Support Materials

For each participant

- *Building on Learners Strengths* handout

Variety of accommodation tools that address the three learning styles

Lesson Planning

70 minutes

Before the Lesson

Purpose

To understand the importance of lesson planning and become familiar with the lesson planning tool used by the program.

Format

Introduction

10 minutes

Distribute *Tools of Communication*, Resources, H-3, go over the handout and encourage tutors to include these 4 tools; reading, writing, speaking, and listening in every lesson regardless of the lesson plan format used.

Distribute and talk about *General Principles for Planning Lessons*, Resources, H-4, as guidelines for the following exercise.

Lesson Planning PowerPoint

35 minutes

Provide the following information by lecture, handouts, PowerPoint, or video.

Use the *Lesson Planning* PowerPoint on the *Open Minds 3* disk. Print the Script for *Lesson Planning* from the disk.

Following the PowerPoint, conclude with the following thoughts.

Lesson plans have **two primary purposes**.

1. The plan **helps the learner develop critical thinking skills** to use both in and out of the tutoring session. This includes identifying specific goals, breaking those goals into smaller pieces, thinking about the best strategies to address the goals, and identifying things that make tasks easier.
2. Lesson plans are a **guide for tutors** to use in identifying strategies, materials, etc. that will be used in the tutoring session.

Both learner and tutor should be involved in the process.

Activity

15 minutes

Lesson Plan using Learner's Goals

Distribute *XYZ Literacy Program Lesson Plan*, Resources, H-5 or the local program lesson plan and *Jessica Jones Learner Profile*, H-6. Ask the group to work in pairs to plan a lesson to help Jessica reach her goals. Ask the pairs to include lesson 2 of the curriculum and include any real life material and accommodations that might be helpful.

Remind tutors that when using real life materials, they should identify reading, writing, speaking, and listening tasks as they plan their teaching strategies.

Examples

- Reading—echo reading, tutor reads a sentence, learner reads after
- Writing—make flashcards of sight words or add to personal dictionary
- Speaking—learner tells the story in his words
- Listening—tutor reads to model good reading techniques

Questions and Conclusion

10 minutes

At the conclusion of this workshop session, **direct the participants** to *Teaching Adults*, pages 122-127 or *LitStart*, pages 44-70.

Resources

LitStart, pp.44-70

LVA, Videotape 6, "Goal Analysis/Lesson Planning" (Available on loan from ODL)

Open Minds 3 Trainer Disk

- *Lesson Planning Power Point*

Open Minds 3 Trainer Manual

- *Tools of Communication*, Resources, H-3
- *General Principles for Planning Lessons*, Resources, H-4
- *XYZ Lesson Plan*, Resources, H-5
- *Jessica Jones Learner Profile*, Resources, H-6

Teaching Adults, pp. 122-127

Training by Design, Literacy Workshop Presentations 2, Section G-3, pp. 265-271

Support material

Open Minds 3 disk

- *Lesson Planning Power Point*
- *Lesson Planning Script*

For each participant

- *Tools of Communication*, handout
- *General Principles for Planning Lessons*, handout
- *XYZ Lesson Plan*, handout
- *Jessica Jones Learner Profile*, handout
- Child's book

The Tutoring Venture

20 minutes

Purpose

To review key parts of the training and provide tutors with local program information related to their new tutoring venture.

Format

This session can be presented by a local program representative or the trainer. Some of the data should be presented in print form so tutors can refer to the information at a later date.

Topics of this session should include, but are not limited to:

- How tutor will be matched with a learner
- How tutor will get materials
- Is there a cost for materials
- Local membership
- Adult learner book
- Confidentiality and setting boundaries
- Scheduling a 3-way meeting between the coordinator, learner, and tutor
- Required paperwork and reporting
- Resources available at the local program
- Continuing education requirements and opportunities
- Follow-up procedures
- Local program meetings
- Adult learner assessment
- Tutor/learner match
- Reassessment (how progress is determined)
- Tutor support and continuing education
- Materials and techniques used by program
- Tutoring locations
- Other ways (non-tutoring) to get involved with the local program
- Invitation to join the Oklahoma Literacy Coalition

Close the meeting in some fun celebratory way to congratulate tutors for completing the requirements for certification as a trainer. Use music, bubbles, applause, and make photos.

Support materials

For each participant

- Copy of the local program tutor job description (these may have been distributed during orientation)
- Other forms used by the program
- List of local resources (computer lab, accommodations, supplemental materials, learning games)
- Calendar of continuing education opportunities
- Oklahoma Literacy Coalition brochures (these may have been distributed during orientation)
- Certificates, *Open Minds 3* disk

Resources

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Brain
TEASERS

MAN
BOARD

Stand
Eye

r
road
ad

Wear
LONG

T
O
U
C
H

T
O
W
N

|R|E|A|D|I|N|G|

cycle
cycle
cycle

0
M.D.
B.A.
PH.D

I **E** **V** **E** **T**
L **E** **V** **E** **L**

Mind
MATTER

HIMSELF
HE'S

KNEE
LIGHT

|E|C|O|N|A|N|C|E|

Brain
TEASERS

Answers

Man Overboard

I Understand

Crossroads

Long Underwear

Touchdown

Downtown

Reading Between
the Lines

Tricycle

Three Degrees
Below Zero

Split Level

Mind over Matter

He's Beside Himself

Neon Light

Backward Glance

Learning Styles Inventory

This activity will help you understand how you learn. There are no *right* or *wrong* answers. Place a check by each answer that applies to you. At the end of the inventory, count the total number of checks in each group and write the total on the line provided.

Group 1

- _____ I like to read when I have free time.
- _____ I remember what I read better than I remember what I hear.
- _____ I remember people's faces better than I remember their names.
- _____ I enjoy doodling and my notes may have lots of pictures, arrows, etc. in them.
- _____ I picture what I read.
- _____ Unless I write the directions to a place, I'm likely to get lost or arrive late.
- _____ I can remember something by seeing it in my mind.
- _____ It is difficult for me to remember jokes that I have heard.
- _____ I remember what pages look like in books that I have read.
- _____ During class, I listen better if I look at the person speaking.
- _____ It is hard for me to concentrate on what a person is saying if there is background noise.
- _____ It is easier for me to get work done in a quiet place.
- _____ I can follow recipes easily when cooking.
- _____ I memorize addresses and telephone numbers by writing them.

Group 2

- _____ I remember more by listening to the news than when I read about it.
- _____ I remember things best when I say them aloud.
- _____ I usually remember what I hear.
- _____ It is hard for me to picture things in my mind.
- _____ I would rather listen to a taped lecture than read the information in a textbook.
- _____ I communicate better by speaking than by writing.
- _____ I learn better when someone explains things than by reading about it.
- _____ I understand material best when I read it aloud.
- _____ I talk to myself when I try to solve a problem.
- _____ I would rather turn in a tape recorded report than a written report.
- _____ I can easily follow what a teacher is saying even though my eyes are closed or I'm staring out the window.
- _____ I memorize addresses or phone numbers by saying them.
- _____ I prefer to have someone tell me how to do a task than read the directions.

Group 3

- _____ I like to make things with my hands.
- _____ I learn best by handling objects.
- _____ I find it hard to sit still when I study.
- _____ I communicate better when I write than when I speak.
- _____ I take notes when I read to better understand the information.
- _____ I move my lips when reading and count with my fingers.
- _____ I study better with music playing in the background.
- _____ I walk and move around a lot when I'm trying to think through a problem.
- _____ When I can't think of a word, I use my hands a lot and call things a "what-cha-ma-call-it" or a "thing-a-ma-jig."
- _____ I don't like to read or listen to directions. I'd rather just start doing the work.
- _____ I like to recopy my notes to better understand the material.
- _____ I think better when I have the freedom to move around. I get fidgety, feel trapped, and daydream when I have to sit still.
- _____ I am one of the fastest in a group to learn a new physical skill.

Summary

Group 1.....total	_____	Visual
Group 2.....total	_____	Auditory
Group 3.....total	_____	Tactile/Kinesthetic

Based on the answers you provided, your preferred learning style is likely

Building On Learners' Strengths

For Visual Learners...

- Use color coding
- Write directions/assignments
- Use a highlighter to call attention to key words or phrases
- Teach the use of alternative note taking systems (outlining, charting, diagramming)
- Ask student to form a mental picture of words or assignments
- Use graphics to reinforce learning

For Auditory Learners...

- Encourage students to read along with taped texts
- Use books on tape or talking books
- Use oral as well as written directions
- Ask students to read aloud or subvocalize
- Ask students to repeat directions orally
- Use music and rhythms to reinforce learning

For Tactile/Kinesthetic Learners...

- Use hands-on activities
- Use board games to reinforce concepts
- Allow frequent breaks
- Touch students on the arm or shoulder to re-focus attention
- Trace letters and word to learn spelling
- Memorize or drill for rote learning while walking or exercising
- Use manipulatives

General Techniques...

- Present information in small, manageable steps
- Provide frequent feedback
- Give examples
- Relate new materials to the learners' everyday life
- Experiment with the use of large print
- Use graph paper to help with letter spacing in writing
- Provide a distraction-free environment
- Use a sheet of colored transparency material to change the contrast between ink and paper on duplicated materials
- Teach and encourage the use of mnemonics (devices for memorizing information)

Adapted from the Texas Association for Children and Adults with Learning Disabilities

Characteristics of AL

About the Series

Find the following components in the curriculum.

1. Number of books in the series	
2. Grade levels covered by each book	
3. Is material presented in a systematic manner?	
4. Does material build on concepts?	
5. Are there scripted instructions?	
6. Is there supplemental material?	
7. Is there a way to check progress?	
8. Is there a skills/scope sequence?	
9. Are there student assessments?	
10. Is there teacher support?	
11. Are there multi-sensory techniques?	
12. Are there activities that incorporate outside materials/real life materials into the curriculum?	
13. How is learner placement determined?	

About the Lessons

<p>Identify objectives for each lesson. Give example.</p>	
<p>Identify opportunities for learners to read, write, listen, speak. Give reference.</p>	
<p>Identify ways activities accommodate a variety of learning styles. Describe.</p>	
<p>Identify a way to check progress in each lesson. Give example.</p>	
<p>Identify ways to supplement and reinforce lessons. Describe.</p>	
<p>Is there homework? Give example.</p>	
<p>Identify interesting/relevant topics, stories, and pictures. Describe.</p>	
<p>Identify real life materials included in the lesson. Give example.</p>	

Key Points to Remember

1. _____ learners benefit by using highlighters, pictures, and written assignments.
2. _____ learners learn better by oral directions, music, books on tape, and repeating after the tutor.
3. _____ learners learn best by using hands on materials, tracing letters, using manipulatives, and taking frequent breaks.
4. Tutors should connect learning to the learner's personal _____
5. Adult learners may have a fear of _____
6. The core curriculum used by our program is _____
7. Name two books where tutors can find tutoring ideas, strategies, and instructions.

Jessica Jones Learner Profile

Jessica

- 20 year old woman
- single with a 2 year old child
- works in the school cafeteria

Education

- dropped out of high school

Assessment

- Reading 4.5
- Spelling 3
- confuses b and d
- difficulty with phonics
- reads aloud at a slow and broken rate
- runs her finger under text while reading
- understands better if she can hear what she reads

Goals

- wants to read to her child
- wants to apply for the assistant manager position of the school cafeteria—would require planning menus and ordering

Skills/Strengths

- good organizational skills
- willing to ask for help when necessary

Personal

- enjoys interacting with people
- received high praise on employee evaluation

Goal Setting 142

Goal Setting 143

Goals Setting 144

Goals Setting 145

Goals Setting 146

The Reading Process

How to find it

Missing Letters

Becoming a t_tor is a rew_rd_ng and ex__t_ng
exper__nce. By h_lp_ng s_m_one le_rn to read, you
b_com_ both a te_ch_r and a le_rn_r.

Final Review Questions

1. What are the three learning styles?
2. What are three things you can do to help a tactile/kinesthetic learner?
3. What do you do after you know the learner's long term goals?
4. Why is it important to know the learner's goals?
5. How will you identify the learner's goals?
6. What is the first step in the Language Experience Approach?
7. What is one teaching strategy that can be used during a Language Experience Approach lesson?
8. What four things must take place in order for students to gain meaning from written text?
9. What are two strategies that can be used to teach reading?
10. What are three components in the lessons of our core curriculum (replace the words "core curriculum" with the curriculum used by your program i.e. *Voyager, Endeavor, Challenger, Laubach Way to Reading*)

First Meeting Sample Lesson Plan

Learner's Name _____

Tutor's Name _____

Date of Lesson _____ Time _____

Lesson Objective

To meet, get acquainted, determine time and place for future tutoring, and discuss short-term and long-term goals

Suggested Activities

1. Meet and exchange telephone numbers and addresses. You may read the Oklahoma Adult Learner Book (available from the Literacy Resource Office) with the learner and enter contact information for the learner to have at home.
2. Decide on a time and place to meet. It is helpful to bring a calendar for your learner, jotting down the time and date of the next meeting. Decide what you prefer to call each other—first names, nicknames, or Mr./Mrs./Miss/Ms.
3. Explain tutoring process
 - **Explain what types of exercises might be included in a lesson**, e.g., “I want to use materials that you are interested in as part of your lessons. We’ll do a variety of exercises, such as learn words you need to know, read together or to each other, and do some writing.”
 - **Encourage your learner to bring any reading material he/she finds difficult** and would like to be able to read (school notices, doctor bills, newspapers, etc.) to your sessions.
 - **Ask your learner to get a 3-hole punched notebook** and 3-ring binder, or a folder to keep class materials in.
4. Goal setting discussion
 - You may **ask your learner general questions** from the Sample Learner Goals checklist, *LitStart*, pp. 32-33, *Teaching Adults*, pp. 143-146 and other questions such as “What do you want to be able to read?”
 - **Write a long-term goal and some short-term goals** that you both agree on. Give a copy of goals to your learner and keep one for your file.
 - **Use Language Experience Approach (LEA)** to develop a few sentences centered on your learner’s goals. Introduce two sight words from LEA. Give your learner a copy of his/her story and word/flash cards for home practice.

- Continue discussion, asking questions such as “Is there anything you might be concerned about as we start lessons?” Respond with empathy and information.
5. At the end of your session, say
- “I’ll look forward to seeing you at **(insert time)** at the **(insert location)**. If you can’t make it, please call me. I will call you if I ever have a problem and can’t make a meeting.”

Note to trainer: The tutor now has an idea of the learner’s attitude, vocabulary, and goals as well as an LEA story. Copy the story, include in the learner’s portfolio and use in Lesson 2 with additional teaching strategies.

Sample Tutor Information Form

Name

Address City Zip

*Please list all that apply and **circle your preferred number** for contact*

Home Phone _____ Work Phone _____

Cell Phone _____ Email _____

Personal information

Age _____ Male Female Date of Birth _____

Please circle the highest education level completed

Less than 12th Grade Some College GED
Undergraduate Degree High School Diploma Graduate Degree
Other _____

Place of employment _____

Occupation _____

Please provide two personal references (who are not your present employer or a relative)

Name Daytime Phone Number

Name Daytime Phone Number

Preferred times for tutoring: morning afternoon evening

Circle preferred days for tutoring: Sun Mon Tue Wed Thur
Fri Sat

Please circle the type(s) of learner you would prefer to work with

Beginner Basic Literacy Learner

Advanced Basic Literacy Learner

English Language Learner

Check other ways you would like to volunteer

Office/Clerical

Fundraising

Public Speaking

Training Workshops

Publicity

Workshop Host

Phoning

Recruiting Tutors/Learners

Newsletter

Volunteer Recognition Event

Bookkeeping

Hospitality

Other _____

Name your special interests or skills _____

Are you involved in other volunteer activities? If so, please list those organizations.

Have you tutored in an adult literacy program before? If so, where _____

How did you hear about our program? _____

Volunteers must be at least 18 years of age, have a High School Diploma or GED, satisfactorily complete a full Tutor Training class, and read and write at an 8th grade level.

Sample Confidentiality Agreement

For the protection of tutors and learners, confidentiality is a serious matter at XYZ Literacy Program. All information about learners must be kept confidential and not shared with anyone other than the executive director/literacy coordinator. If you wish to discuss a matter or express concerns regarding a learner, please contact our office. We strive to make everyone involved satisfied, happy, and safe. We are in the office to support you in whatever ways you need.

All volunteers must sign our Confidentiality Statement during the volunteer application process and prior to volunteering at XYZ Literacy Program.

Confidentiality Statement

In connection with my volunteer activities at XYZ Literacy Program I agree to hold all information about the learners confidential and will not divulge any information to unauthorized personnel. I further agree that I will not remove any information and/or records regarding XYZ Literacy Program learners during or after my service with the program. I understand that if I divulge confidential information to unauthorized persons, I may be subject to disciplinary actions that could range from suspension to dismissal. I have read, understand, and agree to comply with the above statements in order to safeguard all information regarding learners of the XYZ Literacy Program.

Volunteer signature

Date

Sample Use of Information Permission Policy

XYZ Literacy Program is proud of the volunteers and learners that help us accomplish our mission. At certain times, we may wish to share this information with the media or various parties. We will notify you when your name or photograph is used for publicity or awareness purposes.

We ask your permission to sharing your full name, photographs and/or articles for publicity, grant applications or reviews, and media use. Please check the item(s) for which you give your permission.

_____ publicity (community presentations, flyers, brochures, emails, website)

_____ grant applications or reviews (funders who give us money to offer services)

_____ media (newspapers, emails, websites, television/radio)

_____ I do not wish to share any information at this time

Signature

Date

Review

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9. What are two techniques that can be used to teach reading?
10. What are three components in the lessons of our core curriculum?

Tools of Communication

General Principles for Planning Lessons

- 1. Lessons should revolve around the learner's goals.**
- 2. Lessons should build on each other.**
- 3. Each lesson should include time for review and reinforcement.**
- 4. Each lesson should integrate the four tools of communication.**
- 5. The learner should learn something new in each lesson.**

XYZ Literacy Program Lesson Plan

Learner Name _____ Lesson Date _____

Long Term Goal _____ Short Term Goal _____

Accommodations

Curriculum/Materials/Published/Real life/Support

Review homework

Tasks (check when completed) and Strategies to be used

Reading _____ Speaking _____

Writing _____ Listening _____

Learner evaluation (How are you doing?)

Review (What do you remember?) Provide a copy of the lesson plan to the learner.

Progress

Homework assignment

Comments

Jessica Jones Learner Profile

Jessica

- 20 year old woman
- single with a 2 year old child
- works in the school cafeteria

Education

- dropped out of high school

Assessment

- Reading 4.5
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