

listen
speak
read
write

**GUIDE FOR TRAINING
ADULT LITERACY
TUTORS**





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Literacy Volunteers of New Jersey is an organization committed to improving the basic literacy skills of adults in New Jersey by maximizing the capacity and effectiveness of LVNJ's network of affiliates, by increasing the public's awareness of the services provided by the network, and by promoting greater communication and action on the literacy needs of New Jersey.

Since 1979, Literacy Volunteers of New Jersey has helped to establish and assist a network of adult literacy programs throughout NJ. Our network of affiliate programs trains volunteers to provide free tutoring to adults who need help learning to read and write or communicate in English. LVNJ provides professional development, program management support, and technical assistance to our network of programs. LVNJ is a 501 (c)(3) organization.

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Guide for Training Adult Literacy Tutors

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ACKNOWLEDGEMENTS

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Outside Sources

Graphics included with permission from New Readers Press, Division of ProLiteracy Worldwide: *Tutor*, Seventh Edition. Judy Blankenship Cheatham, Ruth Johnson Colvin, and Lester L. Laminack © 1993.

"Clean-Air College" *Time* : December 14, 2009, page 70.

"The First Book" by Rita Dove. Source: <http://people.virginia.edu/~rfd4b/two%20poems.mp3>

Excerpts from *Crazy English* by Richard Lederer Source: www.verbivore.com/arc-ceng.htm

"What I've Learned" by Maya Angelo. Source: <http://www.a-woman.com/mayaangelou.htm>



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Eyes, ears, nose, hand, mouth
Situation cards

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USER GUIDE

Why did we create this material?

Over the last few years, literacy programs throughout our state have struggled to meet a growing need for adult literacy instruction in their communities. Increased immigration has resulted in a greater call for English for Speakers of Other Languages (ESOL) instruction. The demand for highly skilled workers has meant that many adults find their literacy skills are not adequate for the workplace. Low literacy among adults has far reaching consequences. Parents can't give their children the support they need to be successful in school, workplace productivity is reduced, healthcare needs go unmet, and participation in community activities is limited. Unfortunately, public funding for adult literacy instruction has not kept pace with the need, so many communities have turned to volunteer and non-profit literacy programs.

Volunteers need quality training so they can provide effective instruction. We give the volunteer tutors a foundation in the techniques used to develop all four language skills so that they will be prepared to work with either basic literacy or ESOL students. This 2011 edition includes tips for working with multiple students, as that has become much more common since the Guide's original publication. We've also added an in-service module, Leading Conversation Groups. We will continue to create and add modules on topics important to a tutor's continuing education.

Principles for Effective Training

This training is based on the "Principles for Effective Training" disseminated by Literacy Volunteers of America, Inc. These include attention to the Safety needs of our tutor trainees; Relevance and Inclusiveness of instruction through many individual, paired and small group activities; Accountability of ourselves as trainers through continuous evaluation and of tutor trainees through written assignments and class participation; Praxis through a design that lets the trainees discover many concepts for themselves; and Best Practice through the inclusion of training segments that have been tested in our local programs and developed through the authors' experiences and research.



Purpose of the Training

We do not assume that volunteers will have all the skills or knowledge required to be excellent tutors upon completion of this training. We do, however, expect that volunteers will have a firm foundation they can build upon through their experiences with students and through ongoing support from their local literacy programs. Literacy programs that choose to use this training will need to develop a close relationship with their volunteer tutors. This can begin with an orientation prior to training that informs volunteers about the needs of the local community, the structure of the program, and provides a list of other volunteer activities in which they can be involved. Ongoing support of tutors is also very important. In addition to regular contact, we recommend that literacy programs offer continuing education opportunities for their volunteers. These can include additional training on related topics and roundtable discussions where volunteers share their experiences. Please think of this training as the first step in the development of a skilled tutor.

How to Use This Guide

Included for trainers are a detailed script, handout masters, slide masters, and supplementary trainer's materials. Beginning or less experienced trainers may want to follow the script closely. Others can use the script as a guide. The script, however, is not exhaustive. Excellent training requires that the trainer add examples from his or her own experiences. This anecdotal information makes the techniques and activities more real for the trainees. It also generates excitement about the positive experiences they will have with their own students in the future.

We have divided the training into five three-hour sessions. Each session is separated into several segments. The segments for each session are listed on the first page called Session Overview. Each segment is numbered and starts with a Rationale which gives the trainer background information about its content. That is followed by a list of Materials needed for that segment. **We strongly suggest that trainers read through all Rationale and Materials sections prior to beginning training.** Some segments require preparation of special materials in advance. What the trainer will say to trainees is printed in **bold** type. Notes to help the trainer are printed in italics. Since this training is highly participatory and gives trainees opportunities to make discoveries on their own, there are many Possible Responses sections. Below you will see how those are presented. Smaller versions of the HANDOUTS, SLIDES, and CHARTS are embedded into the script for easy reference. The masters for these are provided in their own sections of the training materials and should be reproduced as needed.



The trainer will notice that there are four ways that information is given in the course of the workshop. These four media are: HANDOUTS, SLIDES, CHARTS AND TEXTBOOKS. Each medium has its own rationale. HANDOUTS are meant to provide the trainees with key concepts from the training that they can take home and review. SLIDES are used to focus everyone's attention to the front of the room while the information is being discussed. Often information from handouts is repeated on an SLIDE, so that the trainer and participants can work with the information in a more collaborative manner. When only handouts are used, the participants are looking down instead of up at the trainer or at each other. CHARTS are also used so that key concepts can be referred to easily throughout the session. Reading assignments from the TEXTBOOKS are given at the end of every session. The TEXTBOOKS reinforce the information that participants discovered through learning tasks and discussion.



The following visual cues are provided to help the trainer use this guide.

All materials needed for the segment are listed in this icon. Since there is a list for each segment, it is important to look at all of these boxes before you start the training workshop and then again before each session.



This trainer appears with a speech bubble next to the Materials Needed box in some training segments. This is to let you know that there is more information about using that segment's strategies in the handout supplement, Resources for Working with Small Groups. She also appears in the in-service module, Leading Conversation Groups, to offer additional tips to the trainers.



Refer to:

This icon introduces each HANDOUT. The version of the handout embedded in the script is sometimes too small to read, but will give the trainer a point of reference while presenting the training.



Post:

This icon introduces each CHART. All charts should be prepared ahead of the training session. That facilitates the learning process for your trainees and lets you move through the training more quickly. There are two kinds of CHARTS. One kind requires that you write only a title on the CHART. During the training you will write the trainees' responses in the blank area. The other kind of CHART contains information for the trainees. We sometimes choose to use a CHART instead of an SLIDE so that the information can remain posted. Use the example of the CHART that is embedded in the script as a guide.



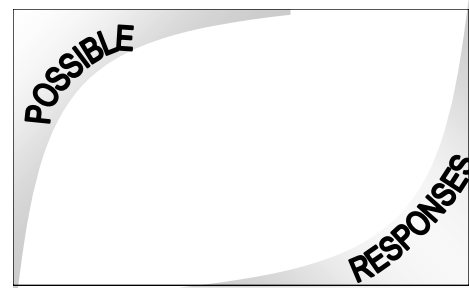
Display:

This icon introduces each SLIDE. Many of the SLIDES are representations of the corresponding HANDOUTS. Sometimes, however, there are a few changes. Supplementing a HANDOUT with a SLIDE allows the trainer to point out certain information while presenting it and also provides the trainees with two forms of media. Some trainees will find reading HANDOUTS easier, while others will prefer SLIDES.

There are blank slides (with the listen, speak, read, write logo) inserted between the main slides. This is so that while the trainer is talking the previous (or next) slide won't create a distraction for participants.



Using open-ended questions engages the trainees in discovering important instructional points for themselves. This shows respect for their knowledge and enlivens the workshop. These boxes list responses you can expect from trainees as well as responses that should be added if not suggested by trainees. The lists are not exhaustive. You may want to add excellent suggestions for use in future training.



Presenting accurate information in a clear and engaging manner is very important and we hope the arrangement of the materials in this guide will enable trainers to accomplish that task. It is also important for the trainer to provide opportunities for participants to discover concepts themselves and to practice techniques. Throughout the training guide directions for creating effective small group, paired, and individual activities are given. In general, the trainer should preview each learning task by reading from the relevant SLIDE. That SLIDE should remain displayed as the participants complete the activity. This achieves two purposes. It allows participants who come late or missed the directions to "catch-up" quickly, and it allows all participants to refer to the directions as they work.



Some activities call for the use of “SNOW” cards. SNOW is an acronym that stands for “Sticky Notes on the Wall”. The use of sticky notes” (3 ½ x 5 inch unlined “Post-it” Notes) provides many advantages for eliciting information from your participants. First, it gives the participants a chance to write individual ideas, then stand up and post them on a group chart. Second, the Post-it notes can easily be rearranged to show categories of responses. Third, multiple sticky notes containing the same information show the importance of a response. The sticky note technique is explained in Session One, page 18.

Finally, the trainer should encourage participants to sit in different seats throughout the training and to work with different partners. This gives participants the chance to experience different learning styles and learn from several people. By working with many people during training, the participant is developing a flexible communication style. This is an important skill for a tutor to develop.



In addition to the excellent training that the trainer(s) provide, each participant should receive and read the accompanying textbooks for this course— either Tutor, eighth edition and I Speak English, fourth edition, both by Ruth Johnson Colvin and published by New Reader’s Press, or LitStart, third edition, by Patricia Frey and published by Michigan Literacy, Inc. Participants are given suggested reading assignments from these texts at the end of each session. The training does not attempt to cover all of the information in these texts, but gives participants the opportunity to practice key techniques and discover key concepts for themselves. The texts reinforce the learning and add valuable information to what participants experience in the sessions.



Each homework assignment also includes suggested videos for participants to view. Many of these show actual tutoring sessions using strategies introduced in the prior training session. They can all be found on www.youtube.com/literacyvolunteersnj. We will continue to add videos to this site as we identify them.



TUTOR TRAINING GUIDE

Detailed Workshop Overview

Session One:

Getting Started	15 minutes
Introduction to Language Acquisition	20 minutes
Learners and Tutors in the Collaborative Learning Process	60 minutes
How Adults Learn	
Adult Learners and Effective Tutors	
The Collaborative Learner-Tutor Partnership	
<i>Break</i>	
Goal Setting	65 minutes
Discovering Goals	
Characteristics of Goals	
Examples of Student Life Goals	
Case Histories	
Narrowing Down Long-Term Goals into Literacy Goals	
Creating SMART Goals	
Goal-Setting Highlights	
Homework	10 minutes
Modeled Reading	5 minutes



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Detailed Workshop Overview

Session Two:

Recap of Previous Session, Homework, Q&A	15 minutes
Discovering a Student's Level	15 minutes
Techniques for Developing Listening Skills TPR Additional Drills for Listening Comprehension	30 minutes
Drills for Developing Speaking Skills Repetition Drill Substitution Drill Response Drill	60 minutes
<i>Break</i>	
Transformation Drill	
Techniques for Creating and Using Dialogues	30 minutes
Homework	10 minutes
Modeled Reading	5 minutes



TUTOR TRAINING GUIDE

Detailed Workshop Overview

Session Three:

Recap of Previous Session, Homework, Q&A	15 minutes
Three Views of Reading	20 minutes
Language Experience Story	60 minutes
<i>Break</i>	
Sight Word Techniques	20 minutes
Phonics Technique	20 minutes
Word Pattern Technique	20 minutes
Homework	10 minutes
Modeled Reading	5 minutes



TUTOR TRAINING GUIDE

Detailed Workshop Overview

Session Four:

Recap of Previous Session, Homework, Q&A	15 minutes
Reading Comprehension	45 minutes
Choosing Reading Material	
Pre-Reading Strategies	
During- Reading Strategies	
After-Reading Strategies	
Techniques for Developing Writing Skills	60 minutes
Writing Tasks Our Students Might Need or Want to Do	
The Writing Process	
<i>Break</i>	
Using Real-life Materials	40 minutes
Homework	5 minutes
Modeled Reading	5 minutes



TUTOR TRAINING GUIDE

Detailed Workshop Overview

Session Five:

Recap of Previous Session, Homework, Q&A	15 minutes
Formal and Informal Assessment Common Formal Assessment Tools Informal/Ongoing Assessment	30 minutes
Lesson Planning Critiquing a Lesson Plan Creating a Lesson Plan	75 minutes
<i>Break</i>	
Lesson Planning (continued) The First Lesson	
Review of the Tutoring Process A Tutor's Responsibility Gallery Walk Ongoing Help	15 minutes
Student and Tutor Visit/Tutoring Sessions on Video	25 minutes
Final Review	5 minutes
Modeled Reading	5 minutes

