Session III
Basic Literacy Tutor Training
Self-Study

Contents:

I. Warm-up

Before beginning Session III, meet with the trainer to do the "Shoe Exercise" and discuss its relevance.

II. Learning Styles and Multiple Intelligences

People learn in different ways and are intelligent in different ways. Some people learn best through books, others through hands-on activities, others through discussion. As you prepare to tutor, it is important to understand the learning styles of your student so that you can design lessons that target his or her strengths. Also, the more types of intelligence you can target, the more pathways you use to actively engage the brain.

Step One: Complete <u>one</u> of the following sets of activities:

Option A:
1. Read the introductory sections of the Multiple Intelligences web site, http://literacyworks.org/mi/intro/quickreview.html

2. Then complete the online Assessment of your own strengths http://literacyworks.org/mi/assessment/index.html and print your results.

3. Then, go to the Practice section http://literacyworks.org/mi/practice/index.html to learn how to adapt your teaching for each of the intelligences.

Option B:
1. Read TUTOR p. 73-74

   - This section introduces and details the VAKT approach for tutoring.

2. Read TUTOR p. 105-115
   - This section talks about picking resources and activities that will be relevant to the student.

3. Read the handout on The Eight Intelligences and complete your own learning styles assessment. Read about different teaching approaches for each learning style.

Option C:
Complete the course at Verizon Thinkfinity – "Unleashing Potential through Multi-

Intelligent Instruction" and the course review at the end. - (45 minutes)

-This course presents an overview of the Theory of Multiple Intelligences, a recent learning theory that describes how all human beings have a

variety of capacities or intelligences, and that we use a blend of these intelligences to learn and accomplish most tasks in life.

Step Two: Pick two types of intelligence that are NOT among your own strengths. Brainstorm activities that you could do with someone who learns differently from yourself. Describe the activities below:

Intelligence One:

Activities:

Intelligence Two:

Activities:

Optional: Skim through the Basic Literacy Tutor Survival Kit (available at the office) to see a variety of activities that draw on many different learning styles. Writing on a banana, feely boxes, and word bingo are just some examples from this interesting book.

III. Learning Disabilities

The previous section on Multiple Intelligences is a natural lead-in to a discussion on Learning Disabilities. Based on screenings done at other Literacy Volunteers affiliates, many literacy students come to our programs with a high probability of having one or more learning disabilities. Learning Disabilities are not related to intelligence and occur at all IQ levels. Students may or may not be aware of them, and the disabilities may cause varying degrees of interference to the learning process. Some students have become very good at working around their individual obstacles.

Literacy Volunteers of Wayne County does not have the expertise to diagnose specific learning disabilities. However there are a variety of approaches and resources that can be helpful to students with these kinds of learning differences. The key, as with any student, is to draw on as many strengths as possible to help your student learn.

Step One: Read the articles "*Defining Learning Disabilities*" & "*Types of Learning Disabilities*"

   - These articles, written by the Learning Disabilities Association of America will familiarize you with Learning Disabilities and the areas that may be affected.

Step Two: Read the article "*Reading Methods and Learning Disabilities*"
   - Also written by LDA, this article provides an overview of different methods for teaching reading. Although focused on children, many of the same concepts apply to adults.

Step Three: Read TUTOR p. 188-189
   - This section talks about teaching adult learners who do or might have a learning disability.

Step Four: What thoughts or questions do you have about the possibility of tutoring someone who may have a learning disability?

Obviously there is much more to know about Learning Disabilities than this training can cover. Literacy Volunteers will provide in-service discussions and information about the topic throughout the year.

We will do our best to give you strategies to use with your student based on our initial intake. However, as a tutor you will get to know your student better than we ever could. If you notice specific problems or need ideas for new strategies, please don't hesitate to contact us.

IV. Assessments

Step One: Read TUTOR p. 99-103
- This section explains the initial meeting between a tutor and student and suggests some possible activities and goals for that meeting.

Step Two: Read TUTOR p. 117-122
- This section talks about assessment of your student both formally and informally and how this can help your tutoring.

Step Three: Review copies of the formal assessments (READ and TABE) that Literacy Volunteers of Wayne County uses.

Step Four: Receive an example of a student profile. Before you begin tutoring, Literacy Volunteers will provide you with a similar profile specific to your own student. Remember: the profile is just a starting point. After you have been working together for a while, you and your student will be setting the agenda.

Step Five: Receive the "Portfolio Items" handout for ideas on keeping a student portfolio for informal assessment.

Step Six: Answer the following questions:

1. Describe at least two purposes for assessment.

2. List some examples of formal and informal assessments.

3. What are some benefits and limitations of formal assessments?

4. What are some benefits and limitations of informal assessments?

V. Goal Setting & Achievement Based Objectives

Step One: **Watch the LV Training video, session #5, Assessment and Goal Setting - (30 minutes)**

    - This video reviews formal and informal means of assessment for students and analyzes each type. Then it shows how these types of assessment can be used to set goals for your student.

Step Two: Read the 'SMARTS' handout.

Step Three: **Receive and complete the "Achievement Based Objectives" handout.**

Step Four: Answer the following questions:

    1.) In your own words, why are goals important?

    2.) Write one goal that you have for yourself. It could be related to literacy and learning how to tutor, or it could be a personal goal.

***Optional*:** For more information on the importance of goals, visit the *National Center for the Study of Adult Learning and Literacy* (NCSALL) website (http://www.ncsall.net/?id=611) and complete one of its courses on "Adult Student Persistence".

VI. Lesson Planning

Step One: Watch the LV Training video, session #6, Goal Analysis & Lesson Planning - (25 minutes)
- This video focuses on long and short-term goal setting and using those goals to create learning objectives for each tutor session.

Step Two: Read the "Elements of a Lesson Plan" handout.

Step Three: Read TUTOR p. 122-129 and p. 192-194
- This section explains how you can use student assessments to help plan lessons and gives two examples of lesson plans.

Step Four: Answer the following questions:

1.) In your own words, why are lesson plans important?

2.) Looking at the diagram below, describe the relationships between assessment, goals, and lesson plans.

Assessment

Goals   Lesson Plans
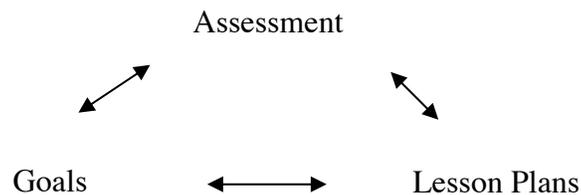
VII. Case History Practice

Now it's your turn to draw all these lessons together into a strategy for working with a student.

Step One: Receive and read through the Case History handout for examples of five very realistic students.

Step Two: Pick two of the students. Brainstorm ideas for working with these students. Think back on all that you have learned during this training from the beginning until now. What ideas and tools might be useful for each particular student?

Step Three: For each student that you choose, develop a lesson plan for one of the first lessons you might try with the student. Assume you have already met the student and are a little beyond simply getting to know each other.

Use a separate sheet to record your ideas and plans.

Step Four: What could you do if the following situations happened to you?

1.) Your student seems lethargic about learning and regularly forgets information he/she already knew.

2.) Your student regularly seems to have a pressing obligation and cannot make lessons.

3.) Your student, who had been showing increasing achievement, now seems to make none at all.

4.) You don't feel that you and your student are compatible any longer.

VIII. Wrap Up

Logistics:

1.) Receive copies of the Intake, Assessment Summary, and Quarterly Progress Report, example forms.

Pay special attention to the Quarterly Progress Report form. This report is REQUIRED and helps Literacy Volunteers collect the information we need to report to donors. It is also a key piece of your communication to us about how you and your student are doing. We really do want to know about all the success your student has, no matter how small it may seem at the time.

2.) What questions do you have about these forms?

3.) Is there any information you need to update, such as contact information and the times you are available to tutor, on your tutor information form?

Evaluate Yourself:

1.) Receive the handout, "Mary Sargent's Dilemma". Answer the "Four Open Questions" to assess the "Dilemma".

2.) Based on all that you have learned in this course, what do you consider to be some of the most important qualities of an effective tutor?

3.) Complete the self evaluation in TUTOR on p. 131-135

- This section allows the tutor to evaluate their preparedness for the beginning of tutoring, and introduces the use of student case history.

Prepare to meet your student:

1.) Read TUTOR p. 137-151

- This section talks about developing a collaborative relationship with your student.

2.) What final questions do you have before being assigned to a student?

IX. Commencement & Assignment

Congratulations! You have completed the self-study training for Basic Literacy Tutoring!

1.) At this point, please make an appointment to come in to the office for a final review of your progress and to demonstrate the specific techniques from this session.

> Consider the following questions as you review what you learned in Session III.
> - What did you learn that was new?
> - What more do you feel you need to learn?
> - What part of this session did you like? dislike?
> - What thoughts and ideas came to you during this session?

2.) Complete the self-study course evaluation form and make suggestions to help us improve self-study.

3.) Receive your certificate of completion of the self study Basic Literacy Tutoring training course.

4.) Meet with Boyd to discuss possible tutoring assignments.