

Lake County Library System Adult Literacy Program Tutor Handbook

January 2011



***Never doubt that a small group of thoughtful, committed citizens
can change the world. Indeed, it is the only thing that ever has.***

~ Author Margaret Mead

Mission Statement

The Lake County Library System Adult Literacy Program is designed to serve Limited English Proficient adults and adult English Language Learners who are interested in improving their English skills - listening, speaking, conversation, reading, writing, comprehension and basic math.

This handbook is dedicated to the amazing Lake County Library System volunteer tutor team. We hope that this will make your tutoring experience much more successful.

Table of Contents

Welcome	4
Contact Information	5
Tutor Role—job description	6
Tutor Role—tutor policy	8
Tutor Role—dismissal policy	9
Program Policy	10
Procedures	11
Resources & Support	12
Attachments	14
Literacy Levels	
Adult Learner Agreement	
Assessment Tools	
Goal Setting & the First Meeting	
Lesson Planning (<i>obtained from CAELA, Center for Adult English Language Acquisition</i>)	

[Welcome]

Becoming an adult literacy tutor is a wonderful experience. Many times a tutor will tell me that they feel guilty as they feel they are getting more than they are giving in the tutor/learner relationship!

But taking the first steps can be challenging. There is so much to do before you greet your first adult learner...

LCLS adult literacy program realizes that tutors need to be trained and supported to be successful and find the tutoring experience rewarding. Therefore, we are continually reviewing, refining, and updating the training, transition, and ongoing support to ensure that we are offering a dynamic, effective literacy program.

Your initial tutor training introduced you to the techniques used in tutoring an adult and covered topics ranging from core materials used in tutoring to designing a lesson plan. The training also offered you the opportunity to meet fellow tutors and program staff and understand how you fit into the county-wide program and what will be expected of you. But training doesn't stop there because we never stop learning!

The LCLS Adult Literacy Program, recognizing that volunteers have a wide range of interests, skills, and time constraints, offers many opportunities for professional growth that reflects these various needs. In addition to professional development we are also excited to be able to offer you support from your peers—in the form of Tutor Mentors, Literacy Contacts, and the Literacy Coordinator. As you transition to your tutor location of choice don't be afraid to ask for help. There is still much to learn and you are not alone!

We hope that your experience as an Adult Literacy Tutor will be everything that you had hoped for!

Erika L. Greene
Lake County Library System
Literacy Coordinator

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Tutor Role- job description

Purpose

To help English-speaking and non-English-speaking adults, 18 years of age or older, learn to speak, understand, read, and write English to meet self-identified goals.

Volunteer Qualifications

To be eligible to be a volunteer tutor you must...

- Be at least 18 years old;
- Agree to background screening policy, which is required of all literacy tutors & volunteers;
- Be dependable and prompt;
- Be able to relate well to a variety of people;
- Be willing to maintain the confidentiality of the lessons;
- Have good listening, speaking, reading, and writing skills;
- Be flexible;
- Be friendly;
- Be patient;
- Be optimistic; *and*
- Have a good sense of humor

Responsibilities

- Encourage and support the adult learners by:
 - Helping them develop confidence and a positive attitude about learning;
 - Respecting them and involving them in decisions about the learning process;
 - Selecting materials and approaches that are suitable for the adult learners' ability and needs;
 - Supporting them and praising them for their efforts rather than criticizing them;
 - Guiding them in adopting behaviors appropriate to this culture; *and*
 - Meeting regularly and punctually.
- Notify the learner or tutor location in advance if you cannot attend a tutor session or class.
- Be well prepared and design lessons based on the needs and interests of the learners.
- Review with learners any work they have done independently.
- Keep records of each learner's progress.
- Complete monthly/daily reports & submit them to the Literacy Coordinator by the **10th of each month.**
- Notify the literacy contact or coordinator of any change in schedule, tutoring location, learner information & status, and/or concerns or requests.

Required Training

- Successful completion of a minimum of 9.5 hours of initial training, to include: pre-work; tutor training; and orientation (*Required for all new Lake County Library System tutors regardless of past experience. Training requirement adjusted for returning tutors who have successfully completed a Lake County Library System tutor training within the past year.*)
- A minimum of one professional development training or meeting per calendar year

Time Commitment

Tutors are expected to commit at least 1 year to the Literacy Program, and to be available for tutoring in blocks of time no less than 3 consecutive months. Tutors should meet with learners for a minimum of 2 hours each week (*this does not include preparation & travel time*).

Tutoring Location

One-to-one or small-group tutoring occurs in a LCLS library or approved satellite location. Home tutoring is not permitted.

Fringe Benefits

- Increased understanding and appreciation of different values, cultures, and lifestyles;
- Increased skill in creative problem solving;
- Sense of belonging to a group focused on a common goal; *and*
- Sense of accomplishment.

I agree to abide by the policies of Lake County Library System Adult Literacy Program and Volunteer Services, and will fulfill my volunteer tutor responsibilities to the best of my ability. I understand that I am becoming part of a team that will support me, answer my questions, and provide assistance with my tutoring experience. I also understand that my responsibility to the team is to ask questions and maintain open communication. If for any reason I find I am unable to maintain my responsibilities, I will notify the literacy coordinator of Lake County Library System Adult Literacy Program.

APPROVAL SECTION

Volunteer: _____ Date: _____

Printed Name

Supervisor: _____ Date: _____

Employee Services Specialist, Volunteer Services: _____

Date: _____

Tutor Role- tutor policy

- Maintain confidentiality. Any discussion pertaining to a learner should be held in private and only with the Literacy staff.
- Home tutoring is **NOT** permitted.
- All tutors must have a Lake County Library System library card. Most of the supportive resources and materials are located in the Adult New Reader collection and you will not have access to them if you do not have a library card. All collection materials must be checked out if you want to take them off site. Literacy Staff can override the 'reference' code on these items for tutors only.
- Tutors will be provided with an identification badge. This badge must be worn while you are tutoring.
- Monthly reports are due **the 10th of each month** for the previous month. Submission of reports is required for all tutor-learner pairings and includes a monthly report form, attendance sheet (for classes or groups), and learner information forms (for new learners not already enrolled in the program). The process may be completed via a paper version or through the online management system.
- Participation in professional development opportunities is required. They can be in the form of training workshops; roundtable meetings; tutor mentor meetings; support meetings; online learning communities; conferences; and/or telephone support.
- For the success of the program open communication is mandatory. It is essential that you notify Literacy Staff (*Literacy Coordinator and Literacy Contacts*) of late arrivals; breaks from tutoring; relocation of meeting space, day and/or time; as well as sharing concerns, needs, and program feedback. In addition, Literacy Staff will do all that is possible to follow-up with your questions and concerns but on the occasion that they do not get back to you, please contact them again!
- Completion of ongoing assessments is required and should be shared with the learner and Literacy Staff on a regular basis. Learners should be engaged in the process and prepared to transition to new learning experiences if necessary and as appropriate. Transition options could include: another tutor specializing in targeted goal-related skills; special groups or classes—i.e. citizenship, conversation; GED preparation classes; community college; online learning; or self-paced learning opportunities.
- Tutoring is **FREE**. Tutors and volunteers should **NOT** accept any gifts from the adult learners. If a situation arises that the you do not feel comfortable, immediately contact the Literacy Contact or Literacy Coordinator.

**tutor policy
continued**

- If your learner has personal issues or needs a referral for other services, please work with the Literacy Staff to assist the learner. You are not responsible for issues other than English skills development.
- Visitors are **NOT** allowed to sit in or audit tutoring sessions. Do not bring children or other guests (unless otherwise agreed to by learner **AND** Literacy Staff) to tutoring sessions. Learners are also informed that tutoring is for adults only.
- LCLS Adult Literacy Program does not endorse any religion or political group. Therefore, proselytizing or endorsing a political candidate or issue is prohibited.

**Tutor Role-
dismissal policy**

Please refer to the Volunteer Services Volunteer Application, *specifically*:

“All of the services and assistance, which I may render, are strictly and entirely on a volunteer basis. I understand that I have the right to terminate my volunteer service at any time with or without cause, and that the County has the same right.”

Program Policy

Calendar

As the Adult Literacy Program provides tutoring in branch, member, and satellite locations, each location will have their own schedule for general operation, holiday, and other closures. Please connect with the literacy contact at your location for their calendar.

Non-Discrimination

Lake County Library System Adult Literacy Program does not discriminate on the basis of sex, religion, race, color, national origin, disability, age, political beliefs, marital or familial status. Individuals with disabilities will be accommodated to the fullest extent as outlined in the ADA guidelines.

Due to limitations of the volunteer-based program, Lake County Library System Adult Literacy Program may be unable to serve some individuals who are cognitively or developmentally disabled. Recognizing this policy, there may be individuals who, however willing, are not able to benefit from LCLS tutoring. If in the opinion of the tutor or Literacy Staff such a situation exists, the learner will be advised that tutoring or further tutoring is not recommended. If possible, the individual will be referred to another appropriate agency better able to meet his or her needs.

Photocopying

Please remember that the materials used in the Adult Literacy Program are copyrighted and should not be photocopied except as noted:

- Permissible use according to Fair Use Guidelines includes photocopies of the following:
 1. One chapter of a book
 2. One article from a periodical or newspaper
 3. One short story, short essay, or short poem whether or not from a collective work
 4. One chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper
 5. Materials that Lake County Library System owns that includes a license or subscription with replication authorization (check with Literacy staff)

- Generally does NOT constitute Fair Use, i.e. Permission needed:
 1. More than one chapter or article from a book or more than one selection from a collection of essays or poems
 2. "Consumable" works, such as standardized tests, exercises, or internet resources
 3. Anthologies created by photocopying copyrighted materials

Procedures

Tutor-Learner Guidelines

- After the successful completion of tutor training and background clearance, new tutors will be assigned to their location(s) of choice. The Literacy Contact at that location will schedule an orientation meeting that will include a tour of the facility– meeting space, location of the ANR collection & consumable materials, communication center, special areas that they will have access to (offices, copy machines, tutoring supplies), and expectations/procedures specific to that location. You will also have the opportunity to meet with a Tutor Mentor who can provide you with additional support as you transition to your new role as ‘volunteer tutor!’
- Literacy Staff, in collaboration with the tutor, will assign a learner or group of learners to the tutor and arrange the first meeting.
- All new learners must be enrolled in the program, using the Learner Information Form, before they can be paired with a tutor or class. The Adult Literacy Program is not a ‘walk-in’ program with the exception of conversation groups and some special classes.
- Where available, new learners will meet with a Learner Orientation team member for their initial assessment. This may not be available at all locations, therefore the tutor will be responsible to complete the learner orientation with their new learner(s).
- Assist adult learners obtain a library card.
- Encourage your learner to borrow ANR materials as well as participate in special groups, workshops, online learning, and other adult literacy programming.
- Conduct assessments no less than once every 2 months or 6 face-to-face meetings and develop lesson plans that reflect the learners short and long-term goals. Don't forget to revisit goals as they may have changed! And, make sure you share this information with both the learner and Literacy Staff. Learners want and need to see their progress. Need a certificate of completion? Ask the Literacy Staff.
- Share successes, challenges, struggles, conflicts, concerns, and program-related needs with the Literacy Staff. Materials, resources, support, information, and conflict resolution are always available!

Recognition (budget permitting)

- On a bi-annual basis a countywide celebration will be held to recognize all tutors enrolled in the Adult Literacy Program;
- At least once per year smaller, location-specific celebrations will be held; *and/or*
- Tutor volunteer hours are submitted to Volunteer Services on a monthly basis. Volunteer Services hosts an annual recognition for all county volunteers

Resources & Support

Materials

As part of the new tutor training, each tutor will receive a LitStart—Strategies for Adult Literacy and ESL Tutors, which includes a “Where to LitStart” reading assessment tool. Tutors will also be provided with teacher manuals for their student’s core texts. Tutors are asked to return teacher manuals for series that they are no longer using.

Tutoring is free. Learners do not pay for the materials used to assist them with their literacy goals, unless the item is specifically targeted for their use only and then they may bring in their own books or other realia.

Due to budget constraints the Adult Literacy Program may not be able to provide every learner with a personal copy of a workbook, student book, or supplemental resource. We ask that tutors be aware of their learner’s goals, compliance with homework assignments, and personal desire to have their own book. Limited copies can be made for most materials and when this is not an option, whiteboards, chalkboards, transparencies, and scrap paper can be provided.

In our continued effort to provide the tutor teams with a variety of materials and resources, the Adult New Reader (ANR) collection has been created which offers circulating and reference items. The teacher guides, learner books, cd-roms, dvds, supplemental tools, and multi-media kits are located throughout the county. If you do not see a title at your location, connect with Literacy Staff and they can assist you in requesting what you need.

Professional Development

We are pleased to offer an assortment of training options on a variety of topics:

- One-day In-Service meetings
- Tutor round table meetings
- Adult New Reader (ANR) collection containing training materials/resources/guides
- On-line training links (located in online management system)
- On-line Materials and Resources (located in online management system)
- On-line Chat Room (located in online management system)
- Webinars
- New tutor training – *sometimes it is good to refresh your skills!*

Miscellaneous Resources

- Tutor Talk publication
 - Quarterly 'newsletter' mailed to all active tutors containing general information, lesson planning ideas, professional development information, and more.
- "Did you know? Featured Materials and Trainings"
 - This is a bi-monthly email message highlighting ANR collection materials/resources/games/kits and training information.
- Online management system—materials & resources area
 - Provides links to websites and downloadable forms. Topics include lesson planning; learning activities; online learning; vocabulary, spelling, grammar, pronunciation; and much more.
- Email messaging and mailings
 - Random information relating to special events, trainings, resources, and general points of interest.

Tutor Support & Supervision

- Literacy Staff
 - Literacy Coordinator
 - Literacy Contacts located at each library
- Special program components
 - Tutor Mentor program—see 'welcome' letter and procedures
 - Learner Mentor program
 - Designed to develop learner leadership skills and enhance our ability to more effectively communicate with our English Language Learners. The learner mentors will be available to answer questions, offer support, make changes, and anything else that will help the adult learners achieve their literacy goals.
 - Learner Orientation—see procedures
- Monthly reports—see job description and tutor policy
- Just-In-Time (JIT) Meeting
 - No longer than 4—6 weeks after pairing a new tutor with their first learner(s) Literacy Staff will schedule a meeting to review learner progress, materials, challenges, struggles, additional training needs, and other concerns.
 - Tutors may request JIT meetings at any time during their tutoring
 - Tutors may be asked to complete a self-assessment to assist in identifying strengths & weaknesses of the tutor, learner, and Adult Literacy Program
- Program surveys for both learners and tutors

Attachments

Literacy Levels

Adult Learner Agreement

Assessment Tools

Goal Setting & the First Meeting

Lesson Planning (*information obtained from Practitioner Toolkit: Working with Adult English Language Learners, Lesson Planning, Center for Adult English Language Acquisition, CAELA, www.cal.org/caela*)

Competencies -- Literacy Levels
Outcome Measures Definitions & Educational Functioning Level Descriptors

Beginning ESL Literacy	Speaking & Listening	<ul style="list-style-type: none"> -cannot speak or understand English -or understands only isolated words or phrases. 	Basic Reading & Writing	<ul style="list-style-type: none"> - has no or minimal reading or writing skills in any language - little or no comprehension of how print corresponds to spoken language -may have difficulty using a writing instrument. 	Functional & Workplace Skills	<ul style="list-style-type: none"> -functions minimally or not at all in English - communicate only through gestures or a few isolated words, such as name and other personal information -very routine entry-level jobs with no oral or written communication in English
	Speaking & Listening	<ul style="list-style-type: none"> -understands frequently used words -simple phrase spoken slowly and with some repetition -little to no control over basic grammar -some understanding of simple questions 	Basic Reading & Writing	<ul style="list-style-type: none"> - recognizes, reads, and writes numbers and letters -may need frequent re-reading -writes a limited number of basic sight words and familiar words and phrases -uses inconsistent simple punctuation -frequent errors in spelling 	Functional & Workplace Skills	<ul style="list-style-type: none"> -has simple oral communication abilities using simple learned and repeated phrases -may need frequent repetition - provide personal information on simple forms - recognize common forms of print, i.e. labels, product names - handle routine entry-level jobs that require basic written and oral English communication

Beginning ESL	Speaking & Listening	<ul style="list-style-type: none"> -understands simple learned phrases & limited new phrases containing familiar vocabulary - express basic survival needs & participate in some routine social conversations -some control of basic grammar 	Basic Reading & Writing	<ul style="list-style-type: none"> - reads simple material on familiar subjects - write simple notes & messages but lacks clarity & focus -sentence structure lacks variety but shows some control of basic grammar -consistent use of punctuation (periods, capitalization) 	Functional & Workplace Skills	<ul style="list-style-type: none"> - interpret simple directions & schedules; signs; & maps - fill out simple forms but needs support on some documents that are not simplified - handle routine entry level jobs that involve some written or oral English communication with job tasks demonstrated - use simple computer programs & complete routine tasks using technology (tax machine, computer)
	Speaking & Listening	<ul style="list-style-type: none"> -understands simple learned phrases & limited new phrases containing familiar vocabulary - express basic survival needs & participate in some routine social conversations -some control of basic grammar 	Basic Reading & Writing	<ul style="list-style-type: none"> - reads simple material on familiar subjects - write simple notes & messages but lacks clarity & focus -sentence structure lacks variety but shows some control of basic grammar -consistent use of punctuation (periods, capitalization) 	Functional & Workplace Skills	<ul style="list-style-type: none"> - interpret simple directions & schedules; signs; & maps - fill out simple forms but needs support on some documents that are not simplified - handle routine entry level jobs that involve some written or oral English communication with job tasks demonstrated - use simple computer programs & complete routine tasks using technology (tax machine, computer)

Low Intermediate ESL	Speaking & Listening	<ul style="list-style-type: none"> -understands simple learned phrases & limited new phrases containing familiar vocabulary - express basic survival needs & participate in some routine social conversations -some control of basic grammar 	Basic Reading & Writing	<ul style="list-style-type: none"> - reads simple material on familiar subjects - write simple notes & messages but lacks clarity & focus -sentence structure lacks variety but shows some control of basic grammar -consistent use of punctuation (periods, capitalization) 	Functional & Workplace Skills	<ul style="list-style-type: none"> - interpret simple directions & schedules; signs; & maps - fill out simple forms but needs support on some documents that are not simplified - handle routine entry level jobs that involve some written or oral English communication with job tasks demonstrated - use simple computer programs & complete routine tasks using technology (tax machine, computer)
	Speaking & Listening	<ul style="list-style-type: none"> -understands simple learned phrases & limited new phrases containing familiar vocabulary - express basic survival needs & participate in some routine social conversations -some control of basic grammar 	Basic Reading & Writing	<ul style="list-style-type: none"> - reads simple material on familiar subjects - write simple notes & messages but lacks clarity & focus -sentence structure lacks variety but shows some control of basic grammar -consistent use of punctuation (periods, capitalization) 	Functional & Workplace Skills	<ul style="list-style-type: none"> - interpret simple directions & schedules; signs; & maps - fill out simple forms but needs support on some documents that are not simplified - handle routine entry level jobs that involve some written or oral English communication with job tasks demonstrated - use simple computer programs & complete routine tasks using technology (tax machine, computer)

Competencies -- Literacy Levels
Outcome Measures Definitions & Educational Functioning Level Descriptors

High Intermediate ESL	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - understand learned phrases & short new phrases containing familiar vocabulary - communicate basic survival needs with some help - participate in conversation in limited social situation & use new phrases - inconsistent control of more complex grammar 	<ul style="list-style-type: none"> - care read text on familiar subjects - use context to determine meaning - write simple paragraphs with main idea & supporting details on familiar topics - self and peer edit for spelling & punctuation 	<ul style="list-style-type: none"> - meet basic survival & social needs - follow some simple oral & written instruction - has some ability to communicate on the phone on familiar subjects - write messages & notes related to basic needs - complete basic medical forms & job applications - handle jobs that involve basic oral instructions & written communication - work with or learn basic computer software - follow simple instructions for using technology

Low Advanced ESL	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - converse on many everyday subjects & some with unfamiliar vocabulary & speak creatively but with hesitation - clarify general meaning by rewording & has control of basic grammar - understands descriptive & spoken narrative & can comprehend abstract concepts in familiar contexts 	<ul style="list-style-type: none"> - able to read simple descriptions & narratives on familiar subjects - make some minimal inferences but not consistently - write simple narrative descriptions & short essays on familiar topics - consistent use of basic punctuation but makes grammatical errors with complex structures 	<ul style="list-style-type: none"> - function independently to meet most survival needs & can communicate on the telephone on familiar topics - interpret simple charts & graphics - handle jobs that require simple oral & written instructions - use all basic software applications

High Advanced ESL	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - understand & participate effectively in face-to-face conversations on everyday subjects - clarify general meaning & control basic grammar 	<ul style="list-style-type: none"> - read authentic materials on everyday subjects - uses increased control of language & meaning-making strategies - write multiparagraph essays - writing contains well formed sentences & few grammatical errors 	<ul style="list-style-type: none"> - has a general ability to use English effectively to meet most routine social & work situations - has high ability to communicate on the telephone & understand radio & television - interact with the public - instruct others in use of software & technology

Information obtained from Educational Functioning Level Table. ESL = English as a Second Language. ABE = Adult Basic Education.

Competencies -- Literacy Levels
Outcome Measures Definitions & Educational Functioning Level Descriptors

Beginning ABE Literacy	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - no or minimal reading & writing skills - little or no comprehension of how print corresponds to spoken language - may have difficulty using a writing instrument - at upper range, can recognize, read, & write letter & numbers - write a limited number of basic sight words & familiar words & phrases - write basic personal information - inconsistently uses simple punctuation 	<ul style="list-style-type: none"> - little or no recognition of numbers or simple counting skills 	<ul style="list-style-type: none"> - little or no ability to read basic signs or maps & can provide limited personal information on simple forms - handle routine entry level jobs that require little or no basic written communication & no knowledge of computers or other technology

Beginning Basic Education	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - read simple material on familiar subjects & comprehend simple & compound sentences in single or linked paragraphs containing a familiar vocabulary - write simple notes & messages on familiar situations but lacks clarity & focus - sentence structure lacks variety, but individual shows some control of basic grammar & use of punctuation 	<ul style="list-style-type: none"> - count, add, & subtract three digit numbers - perform multiplication through 12 - identify simple fractions & perform simple arithmetic operations 	<ul style="list-style-type: none"> - read simple directions, signs, & maps - fill out simple forms requiring basic personal information - write phone messages - make simple change - minimal knowledge of & experience with using computers and technology - handle basic entry level jobs that require minimal literacy skills - recognizes very short, explicit, pictorial texts - reads want ads & complete simple job applications

Information obtained from Educational Functioning Level Table. ESL = English as a Second Language. ABE = Adult Basic Education.

Competencies -- Literacy Levels
Outcome Measures Definitions & Educational Functioning Level Descriptors

Low Intermediate Basic Education	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - read text on familiar subjects -use context to determine meaning -interpret actions required in specific written directions -write simple paragraphs -self & peer edit for spelling & punctuation errors 	<ul style="list-style-type: none"> - perform with high accuracy all four basic math operations with whole numbers up to three digits -identify & use all basic mathematical symbols 	<ul style="list-style-type: none"> - handle basic reading, writing, & computational task related to life roles, such as medical forms, order forms, or job applications -read simple charts, graphs, labels, & payroll stubs -use simple computer programs & perform a sequence of routine task given direction using technology -qualify for entry level jobs that require following basic written instructions & diagrams with assistance -read simple dials & scales & take routine measurements

High Intermediate Basic Education	Speaking & Listening	Basic Reading & Writing	Functional & Workplace Skills
	<ul style="list-style-type: none"> - read simple descriptions & narratives on familiar subjects -make some minimal inferences about familiar texts & compare & contrast information but not consistently -write simple narrative descriptions & short essays on familiar topics -has consistent use of basic punctuation 	<ul style="list-style-type: none"> - perform all four basic math operations with whole numbers & fractions -determine correct math operations for solving narrative math problems -convert fractions to decimals & decimals to fractions -perform basic operations on fractions 	<ul style="list-style-type: none"> - handle basic life skills tasks such as graphs, charts, & labels -follow multistep diagrams -read authentic materials on familiar subjects -complete forms such as a job application & reconcile a bank statement -handle jobs that involve following simple written instructions & diagrams -read procedural texts with diagrams -learn or work with most basic computer software -follow simple instruction for using technology

Lake County Library System Adult Literacy Program - Assessment Tools

Learner Questionnaire

Informal assessment tool. Designed for both literacy and non-English speaking learners. Easy to use. Instructions imbedded in tool. No grade level identified.

ESLOa

English as a Second Language Oral Assessment – designed to be used with speakers of other languages. Designed to provide tutors with a brief, efficient measure of the learner's ability to speak and understand English. It can determine: approximate entry level and subsequent progress levels.

Interactive tool. Includes user's guide and each 'question' is set up for you – no need to memorize! Easy to use for tutor and learner. High accuracy.

LitStart

Where to *LitStart* – Reading Level Assessment – booklet designed to help the tutor determine an approximate initial level for instruction in either literacy or English as a second language. Two booklets – tutor's guide and assessment. Easy to use. Combine with LitStart book.

'Assessment Packet'

Contents include: Informal Interview; Letter Identification; Chart Reading Selections (4); Writing Exercise; and Spelling Exercise. It is not designed to give a grade level for the learner but to give you some idea of whether the student is at a beginning, intermediate, or advanced level. Tool resembles LitStart booklet. Additional instructions provided with packet.

Voyager

Reading and Writing for Today's Adults – curriculum based tool. Word list and correlated short story reading.

Also a placement tool but can be used to determine learner's reading and comprehension and writing level – beginning, intermediate, advanced which could translate to other Adult New Reader collection materials. Again, word lists can erroneously indicate a higher level if not combined with a short story reading and comprehension component. Word lists are long, modifications could be made.

Finally, this placement tool can also be used to place adult learners into the Endeavor Reading & Writing series.

Remember, assessment is an on-going process-not just at the first meeting nor the last meeting.

Goal Setting Strategies

We all realize that learner's goals serve as the basis for your lesson plans but sometimes they can get lost in the shuffle and excitement of working with your learner. These strategies should help you develop long - and short-term goals with your learners and track your success.

One of the most frustrating experiences for both tutors and learners is the sense that you are not making any progress. Establishing goals provides you with a system to track progress and a process for sharing success and achievements with the learner. This is such a necessary factor in maintaining motivation and enthusiasm!

The **LitStart – Strategies For Adult Literacy and ESL Tutors** manual that you received at the new tutor training is an amazing resource for all aspects of tutoring. *Chapter 3: Your First Session* provides an outline for your first lesson, which includes the identification of learner goals. The following is a snapshot of how you might approach setting goals with your learner:

Getting Started

Before you meet with your learner review the learner information form and, if available, the learner orientation form (assessment) to refresh yourself on any goals already identified by the learner.

- Write down some questions that will assist you in creating long- and short-term goals with the learner.
- Consider some ideas that may help in elaborating on or refining these goals.

If no goals have been indicated, prepare questions that will help the learner identify goals.

Making it Happen

When you meet with your learner review the goals and discuss long- and short-term goals. You may use some of the following questions:

- What kinds of things would you like to be able to read?
- Where do you speak English?
- When do you find it difficult to use English?

Why do you want to learn English?

This process will enable you to create a checklist of potential goals that can then be numbered by importance to the learner.

Write down a long-term goal and some short-term goals you've agreed upon. Have the student write them down too or provide him/her with a copy of these goals. Sample goals:

- Long-term goal
 - Talk better at work
 - Short-term goals could include improving vocabulary/conversation associated with
 - Work hours
 - Problems with equipment
 - Greeting customers
 - Taking messages

And don't forget to make goals SMART! **S**pecific, **M**easurable, **A**ction Oriented, **R**ealistic and **T**ime Bound

Goal Setting Strategies

The learner should number these short-term goals by importance. From this list you can identify the most important short-term goal for the learner and develop objectives that can be attained daily, weekly, or monthly. Note: when creating goals and objectives it is important that you consider the skills necessary for each outcome and if the learner possesses these skills. The Learner Orientation forms or the assessment tools will help you with this process. Don't hesitate to set a time frame to achieve these goals, it can always be changed.

And finally, take the time to periodically discuss and evaluate with the learner the progress s/he is making. You might decide to modify your short-term goals or set new ones, but make that decision together.

If the student has difficulty identifying goals or describing what he would like to use his English skills for, you might mention some of the categories listed on the following pages. If s/he seems interested in one of them read her/him some of the activities listed under that section. Help her/him select one or two that you might work on together.

Helpful Hints

Once the long-term goals have been identified with input and direction from the learner you set off to create short-term goals...should be easy, right? Well, not necessarily so! It might be useful to take the following steps:

Consider the long-term goal and what components (soon to be short-term goals) are involved in achieving the long-term goal.

Make a list and order them – step 1 through step 10+ (what comes first, second, third, and so on) From this list choose one or two steps. These are the short-term goals you will use to build lesson plans.

Consider the short-term goal and list all the steps needed to accomplish the task.

Write them down and review to ensure you have captured everything. You will be surprised how much we take for granted and how many steps there really are to writing a check, for example! You are now ready to layout a long- and short-term goal plan! (*you may find the attached form useful in laying out the plan*)

Finally, don't forget to set a time-frame for accomplishing each short-term goal. Be realistic, short-term goal #1 could take 2 weeks to accomplish, or more! Review your progress at each meeting and adjust the time-frame accordingly – remembering that the learner wants to see/feel progress too!

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Goal Setting Strategies

General Skills

Recognize letters numbers
Recognize days, months, times
Answer telephone
Use telephone book
Call Directory Assistance
Make emergency phone call
Make phone calls
Mail letters/packages
Purchase money order
Read mail/junk mail
Recognize environmental information
Write down appointments
Write personal information

Health

Find a doctor/clinic
Complete medical history
Talk to a doctor
Read thermometer
Read medication labels
Follow medical Directions
Read health related materials

Transportation

Read driver's manual
Complete forms
Read maps
Read street signs
Read bus/other schedules
Read maintenance manual
Question a repair bill
Shop for a car
Read Classified ads
Use consumer reports
Apply for a bank loan
Purchase insurance
Deal with traffic ticket

Shopping

Read food ads/coupons
Read signs in supermarket
Ask for a product
Read labels on food products
Understand U.S. measures
Read recipes/menus
Return a defective product
Understand clothing sizes
Read mall directory
Read labels, price stickers
Read mail order catalog

Money

Make change
Write checks/keep register
Learn budgeting skills
Read bank statement
Read/pay bills
Apply for a credit card
Read credit card policies
Avoid "come-ons"/scams
Report a billing error
Fill out loan application
Read ATM instructions
Read a warranty

Housing

Write note to landlord
Read lease
Call for repair work
Read real estate listings
Calculate mortgage costs
Read home inspection report

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Goal Setting Strategies

Family/Education

- Read books to children
- Read bible
- Read TV/movie schedules
- Read/understand words to songs
- Read rules to games
- Participate in school activities
- Understand expectations of students/parents
- Fill out school forms
- Talk to child's teacher
- Read school notices, reports
- Participate in homework
- Write absence notes
- Pursue personal education
- Read catalogs; select program
- Understand lectures, take notes
- Fill out library card application

Citizen Role

- Read newspaper
- Write to community leaders
- Get involved
- Get used to new land/customs
- Express feelings as a newcomer
- Value diversity
- Access community services
- Listen to recorded messages
- Follow environmental practices
- Report a crime
- File a complaint
- Read and understand legal rights
- Learn about U.S. government
- Understand civic duties
- Become familiar with citizenship requirements

Worker Role

- Read job ads
- Fill out forms
- Identify job preferences
- Find employment
- Access community resources for job information
- Interview
- Explain company policies/rules
- Read pay stub
- Talk with co-workers
- Negotiate differences
- Use tools/technology
- Read manuals
- Set goals
- Manage time/resources
- Read evaluations
- Meet with supervisor
- Learn new skills

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Goal Setting Strategies

An example:

Long-term goal: Be able to use a checking account to pay bills

Short-term goal #1: Be able to read bills, locate the amount owed, and determine whom the check should be made payable to

Activities	Methods/materials
1. Learn to recognize by sight the words: due, payable, amount, owed, balance.	1. Flash cards; sentences with these words missing – learner fills in the correct word
2. Circle the payee and amount owed	2. Learner's bills; copies of other bills

Short-term goal #2: Be able to recognize and write number words to one hundred

Activities	Methods/materials
1. Create reference chart with numerals and matching words to keep in purse.	1. Index cards
2. Read number words in meaningful context	2. Language experience story about bills paid last month
3. Match number words to numerals	3. Reference chart; index cards with word or numeral on each

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