

Designing Tutor In-Service Training

listen
speak
read
write

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TUTOR WELCOME AND WARM UP: WHAT WE HOPE TO LEARN

⌚ 3 minutes

1. Pair with a person near you that you have just met.
2. Introduce yourselves by sharing your name and Literacy NJ title or job.
3. Share one question you want answered in this session.
4. You will each introduce your partner.
5. We will chart your names and ???.

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TUTOR TRAINING REVIEW

⌚ 10 minutes

- *Form four small groups:*
- With your small group go to one of the charts.
- Lean on the trainers and tutors in your group to write as many techniques, tips, and key concepts as you remember from tutor training about the topic listed on the chart.
- When the bell rings, go to the next chart.
- Put a dot next to the items already listed that you think are most important.
- Add additional items. You'll have 3 minutes at your first chart and only two at the others.

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HOW ADULTS LEARN

- Respect
- Immediacy
- Relevance

20% Hear

40% Hear *and* See

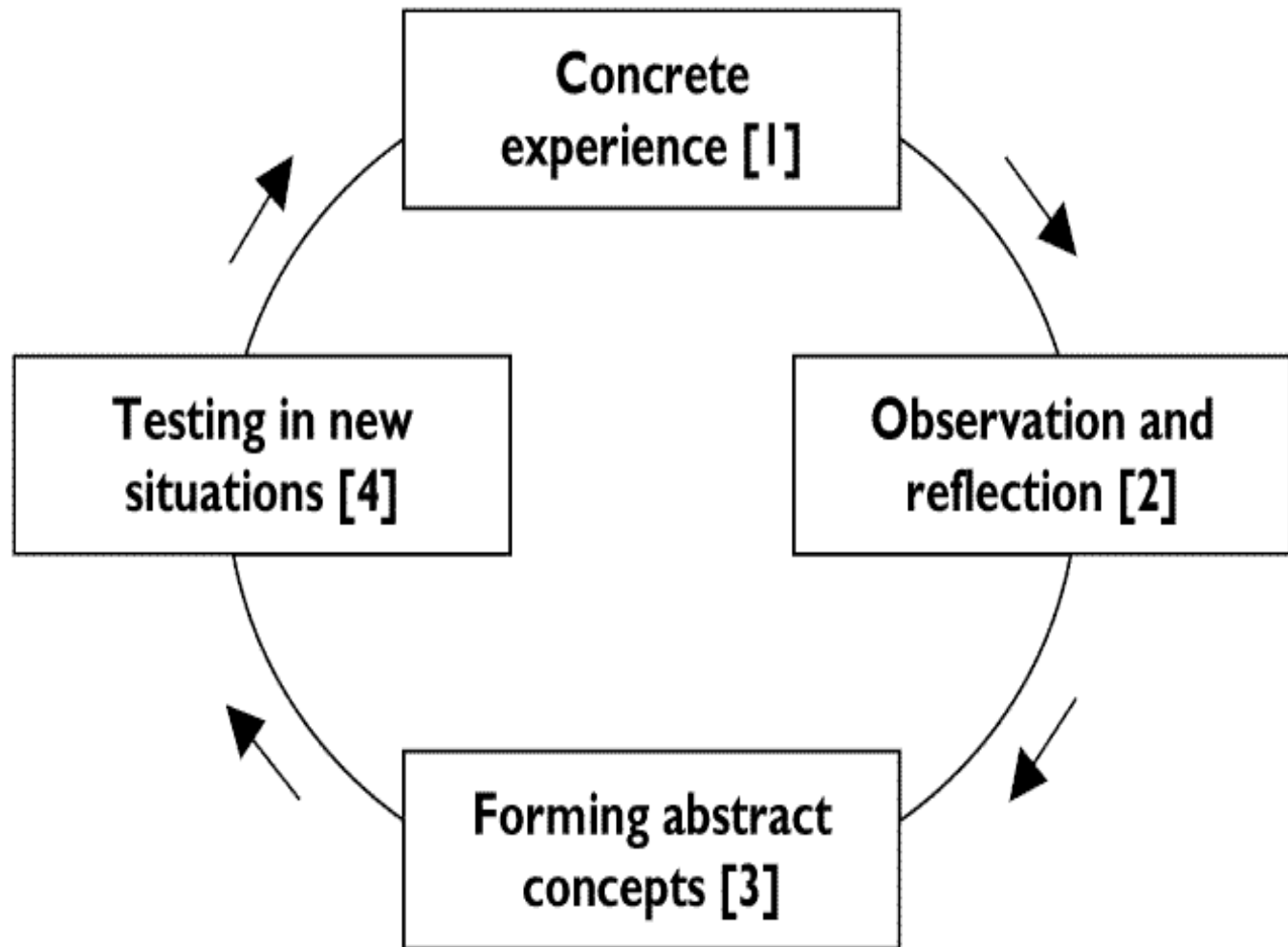
80% Hear, See *and* Do

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LEWIN'S MODEL OF EXPERIENTIAL LEARNING



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KEY POINTS FOR MODELING

- Set the stage.
- Make sure you model exactly what you want the participants to do later.
- Debrief your demonstration.
- Make a handout containing the important points.
- Review the handout with the class.
- Let the participants practice the technique themselves.

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Sample In-Service Component

- Teaching Spelling from a Personal Word List
 - Model with Concrete Experience that reflects collaborative learning
 - Reflect
 - Form Concepts
 - Test in a New Situation

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Reviewing this Component

- What did I do?
- What did I share?
- How did I share it?
- What will you do now?

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Teaching Spelling Using the Learner's Personal Word List

- When your students say they want to learn to spell, have some conversations to find out what kinds of words are important to them. They may want to focus on family names or work related jargon or academic words or something that will surprise you. The key is to have the student identify some categories of words that are important to learn.
- Each week ask each student to bring in 5-10 words he would like to learn to spell. Assure him that it is not cheating to look at the word as he copies it, letter for letter. He can bring in a book with the word or an advertisement or work or school document that includes the word. The key is to expect the student to generate the word list of words from the identified category.

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Now it's your turn!

⌚ 8 minutes

- In pairs decide who will be the tutor and who will be the learner.
- Learner, write down or tell your tutor the five spelling words you have decided to learn.
- Tutor, follow steps 1-10 on the spelling handout. See if you can complete these steps with three of the learner's words.
- What are your questions?

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How Do I Create a Training Task?

- Remember SMART
- A task needs to be Specific, Measurable, Achievable, Realistic in a specific timeframe.
- Set the size of the group and the time for the task.
- List the things the group needs to accomplish, trying to be clear and brief.
- Read the task to the group.
- Ask “What are your questions?”

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CREATE AN IN-SERVICE COMPONENT

Form four small groups:

⌚ 16 minutes

- **Think of the question you shared at the beginning of the session.**
- **Go stand at the chart, created in the first task, that may address that issue.**
- **Form a team of 3 or 4 who agree on a general in-service topic to address.**
- **Keep 20-40-80 and collaborative learning in mind as you team to create an in-service outline. Use LITSTART and our LNJ trainer guides as resources.**
- **Show at least one task you plan to model and teach.**
- **Choose a scribe who will transfer your plan to chart paper.**
- **Choose a spokesperson to report to the larger group.**

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Webb's Depth of Knowledge

Level 1 Recall

- Recall of a fact, information or procedure

Level 2 Skill/Concept

- Use information or conceptual knowledge, two or more steps, etc

Level 3 Strategic Thinking

- Requires reasoning, developing a plan or sequence of steps, some complexity, more than one possible answer

Level 4 Extended Thinking

- Requires an investigation, time to think and process multiple conditions of the problem or task

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Using Visual Aids Effectively

Key Points

- Arrive early to allow time to set up.
- Visual aids add variety and allow participants to use multiple learning modes
- It's important to be familiar with the equipment available in your affiliate and to practice with the materials in your lessons.
- Ensure all handouts and slides are neat, clean, legible and spelled correctly.
- Prepare packets of material to be handed out in the order they will be used.
- Create a checklist of items to pack and bring to each class: tape, chalk, markers, flip charts, sticky notes, etc. Use it.
- Whenever possible prepare flip charts ahead of time.
- Always think **safety**. Secure easels, tape down extension wires, etc.
- Be prepared for emergencies: extension cords, flash drive with extra set of slides, backup set of handouts, etc.

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Making a Plan for In-Service

 8 minutes

- In groups of three:
- Thinking about collaborative teaching and learning, discuss how you would create a plan for in-service in your local program. Remember SMART.
- Using sticky notes, jot down and number the brief steps you would follow to
- make a tutor in-service plan for 2015.
- Post your steps on the chart.

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Thank you for your collaborative participation today! I will email each of you the PowerPoint, a copy of the sample Spelling Task and copies of the In-Service Components your teams created.

Connie