

CLUES (*Comunidades Latinas Unidas En Servicio*) Volunteer Training Outline

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12 hours of training is made up of a 6 hour mandatory training session at CLUES(described below), 4 hours of classroom observation, 1 hour for an initial interview, and 1 hour for a follow up interview after observing classes and/or starting to teach.

Mandatory Content:

Topic:	Amt. of Time:	Specific content covered:	Activities done:	Support Materials (handouts, pages in handbook, etc.)
<p>1. Initial and On-going Assessment (Including CASAS, BEST Plus and TABE testing procedures and state accountability information)</p>	<p>25 min.</p>	<p>New volunteers learn about the placement and progress test used at CLUES – CASAS. They learn about the content of the test, the testing procedure and how important it is for the program and the students to have a post-test after 8 weeks of classes or 40 + hours of instruction. CASAS competencies are also explained and the presenter talks about the correlation between the curriculum and the competencies.</p> <p>Information on State requirements and accountability is included.</p>	<p>Volunteers are asked to take a look to a sample text book page and to a sample of the CASAS competencies. Volunteers have to find the correlation between the textbook content and the CASAS competencies. Once they find them, they have to write them down on a sample lesson plan template.</p> <p>** Volunteers look at material they will be using throughout their teaching experience. They work in groups and are organized at tables based on the level (beginning, intermediate or advanced) they will be teaching.</p> <p>**This activity is SECTION B on the lesson planning activity. This is one out of five activities designed to guide volunteers through the creation of a lesson plan (see section 4 “Lesson Planning”).</p>	<p>Power point presentation (slide) Lesson plan template List of level appropriate CASAS competencies from CASAS Administrators Manual (sample) Textbook pages from level appropriate curriculum (sample) Volunteer packet (containing detailed information pertaining to each subject addressed in the training)</p>

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<p>2. Goal Setting and Follow-up (Including information about NRS goals)</p>	<p>15 min.</p>	<p>Presenter explains to the new volunteers the overall student registration process, including the setting of student goals. How goals are set in other programs as well as at CLUES is explained.</p> <p>Due to CLUES student population, it only sets one educational goal. This is followed up on as students are post-tested.</p> <p>Also, CLUES has “informal” procedures to set goals and follow up on them up. A form named “Interest Inventories” is given to all students on the first day of classes. They check their different interests in learning English, responding to questions such as “ I need to learn English to...” . This information is used by volunteers to customize their lesson plans and by CLUES staff to collect data to help us better serve and understand our students.</p>	<p>Presenter explains and asks volunteers to read the information regarding goal setting in their training packet. The presenter also asks volunteers to take a look to the Interest Inventory handout.</p>	<p>Power point presentation. Volunteer packet Interest Inventory handout</p>

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<p>3. Working with Textbooks (Either a general overview of how to use a textbook, or in-depth coverage of specific text/curriculum used by your program)</p>	60 min.	<p>CLUES uses a specific textbook as the main guide for the curriculum. In addition to this, there are a number of other resources volunteers are asked to use and include in their lesson plans.</p> <p>Presenter explains the content and features of the textbook, how it has been distributed throughout the length of the quarter, how to use and “read” the teacher edition and how to integrate the other resources.</p> <p>Also addressed in this section are the “class binders” that include important information for each class: student and volunteer attendance lists, the curriculum guideline, class reports, student interest inventories, and tapescripts for listening activities. Specific emphasis is given to how and why to keep accurate attendance, explaining that funding is directly related to student hours. Additionally, emphasis is given to the importance of using the class reports and other means to communicate among teachers of the same class. It is explained that class reports and communication among teachers is critical in order to have better continuity from day to day and in order to most effectively use the curriculum guide and plan your classes.</p>	<p>Volunteers look at a sample of a textbook page that is appropriate for the level they will teach, the corresponding teacher’s edition page and the lesson plan template.</p> <p>When looking at these pages, volunteers have to identify the following information: main topic of the lesson, grammar structures taught in the lesson, and students’ background knowledge needed to successfully complete the lesson.</p> <p>In addition to this, volunteers need to plan a pre-, main, and post-activity.</p> <p>Once they have this information, they write it down on their lesson plan template. Later on in the training, volunteers work on developing their lesson plan further with the additional 4 sections of the Lesson Plan Activity.</p> <p><i>**This activity is SECTION A on the lesson planning activity. This is one out of five activities designed to guide volunteers through the creation of a lesson plan (see section 4 “Lesson Planning”).</i></p> <p>The presenter moves on to discuss the class binders and the importance of the different sections within. To do this, each table is given a different section of the class binder (such as student attendance, class reports, etc) to read about in their packet, discuss, and report back to the larger group about what is important to know about that section.</p>	<p>Power point presentation Samples of textbook pages Samples of teacher’s edition book Lesson plan template. Hand out with questions and directions.</p>

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4. Lesson Planning	115 min total (this time is not counted towards the total training time, as each section of the lesson planning activity is already counted in the 5 different sections)	<p>Lesson planning is covered in a dynamic, hands-on manner throughout the training. The lesson planning activity is divided into 5 sections that address different topics volunteers need to incorporate into their lesson plan. The activities are based on the topic being presented and the curriculum volunteers will work with (based on the level they will teach).</p> <p>Section A: Identify main topic, grammar structures, background knowledge required, as well as develop pre-, main, and post-activities.</p> <p>Section B: CASAS Competencies</p> <p>Section C: The four skills</p> <p>Section D: Multilevel classes</p> <p>Section E: The sound system (pronunciation)</p>	<p>For each section, volunteers complete a specific activity and fill out the corresponding section of the lesson plan template. Generally speaking, they have to use the information just given in the volunteer packet or handouts (related to CASAS competencies, the four skills, multilevel classes, or the sound system). Using their own creativity, volunteers then apply the new information to the textbook pages and curriculum they have been working with throughout the training.</p> <p>Section A: (explained in #3. "Working with Textbooks")</p> <p>Section B: (explained in #1. "Initial and Ongoing Assessment")</p> <p>Section C: (explained in #9 "The four skills")</p> <p>Section D: (explained in #11 "Multilevel Classes")</p> <p>Section E: (explained in #13 "Teaching the Sound System")</p>	<p>Various handouts</p> <p>Volunteer packet</p> <p>Lesson plan activity</p>

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<p>5. Working with Adults (Characteristics of adult learners. cultural issues. sensitivity to the challenges learning English/literacy)</p>	<p>40 min.</p>	<ul style="list-style-type: none"> * Student Demographics * Learners Profiles: 6 brief bios of adult learners describing their personal motivations to learn English, the challenges they face, and the different employment and education characteristics they have. * “What you need to know about adult learners” handout. * “Factors affecting English language acquisition in adult ESL learners” handout. 	<ul style="list-style-type: none"> * <i>Student demographics</i>: This part is presented at the beginning of the orientation. This provides volunteers with an overall image of who CLUES/LLI clients are. * <i>Learner Profiles</i>: Volunteers are asked to read one of the 6 bios and think about the factors that will positively or negatively affect that person in her/his learning process. Volunteers do this in small groups. After a few minutes, they report back as a group. * <i>What you need to know about adult learners</i>: Facilitator discusses with volunteers the main characteristics of an adult learner. The characteristics listed on the handout are applicable to any adult learner. * <i>Factors affecting English language acquisition in adult ESL learners</i>: Facilitator presents the specific factors that will play a role in the acquisition of a second language in an adult learner. * Facilitator answers questions from the attendees and relates the content to the student profiles just discussed. 	<ul style="list-style-type: none"> * The volunteer packet includes the students demographics, learners profiles, <i>What you need to know about adult learners</i> handout, and <i>Factors affecting English language acquisition in adult ESL learners</i> handout. The activity and presentation are supported by a series of power point slides and ready-to-use material placed on each table at the orientation. <p>The information used in this section has been obtained or adapted from CLUES files, students’ interviews, <i>A Guide for Tutoring Adult ESL Students</i> by Jennifer House & Myrna Rabinowitz, Vancouver, Canada, 1988 and from <i>Program Standards for Adult Education ESOL Programs</i>, TESOL 2000.</p>

Optional Content:

Topic:	Amt. of Time:	Specific content covered:	Activities done:	Support Materials (handouts, pages in handbook, etc.)
6. Introductions and Program Logistics: CLUES/LLI History, basic information, schedules and locations	60 min.	This is one of the first sections of the tutor training. The presenter covers relevant information regarding CLUES History, mission and values, different departments, LLI history, classes, schedules, highlights, different locations, students and volunteers' profiles, and funding sources. Time is also spent introducing staff members, their roles, and doing an activity to introduce and get to know each of the volunteers present.	After general introductions of staff members, all staff and volunteers partake in an 'icebreaker' to get to know each other better. A slight variation of the 'M&M Icebreaker', everyone takes a <i>Starburst</i> candy or two, and then has to respond to the question that is assigned to the color of their candy. There isn't a specific activity to cover program logistics. The presenter talks about this section using a power point presentation and inviting volunteers to use their volunteer packet as a reference.	Volunteer packet Power Point presentation Starburst candy
7. Important things to remember	15 min.	This section lists the most important things volunteers shouldn't forget as they teach classes, especially the first day of classes. Some of the items mentioned are: arriving on time, team-teaching dynamics, classroom observation, MLC trainings, taking attendance, testing and potluck. The list was put together thanks to the feedback of numerous volunteers and staff observations. It is meant to be used as a quick reference for new volunteers.	There isn't a specific activity for this section. The presenter guides volunteers through the list using the power point slides and referring to the volunteer packet.	Volunteer packet Power Point presentation
8. Second Language Acquisition Principles	10 min.	This is a short section in the training. The presenter talks briefly about the principles of SLA. The main objective is to have volunteers think about their own experience learning a second language and have them apply the principles when teaching and planning a lesson. This section invites volunteers to think about language as a whole, integrating the four skills and not as single skills that could be learned individually. This section serves as an introduction to the Four Skills section.	The presenter talks about the SLA principles and ask specific questions to the volunteers regarding their own experience learning a language. The presenter invites volunteers to reflect on their own language acquisition experience and to transfer that experience as they prepare their lesson plans and teach classes.	Volunteer packet. The information included in the volunteer packet was adapted from <i>Teaching Adult Second Language Learners by Heather McKay and Abigail Tom</i> and from <i>LifePrints Teacher's Addition. Janet Podnecky, Syracuse, New York 2002.</i> Power Point Presentation

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9. The four skills	25 min.	This section introduces different activities to teach each of the four skills (speaking, listening, writing and reading). It also gives a simple guideline to volunteers on how to plan or modify an activity for a specific skill. This simple guideline consists of planning a pre- a main and a post-activity.	<p>Volunteers are asked to look back to the lesson plan they have already started and identify the main language skills presented in their lesson plan. They have to check if there is a pre-, a main and a post activity for these skills or if they need to add one. If their lesson plan already has these three parts, then they have to come up with a new series of parts for that same language skill or a skill that complements the previous one.</p> <p>Another option here is to have volunteers identify what skill or skills were practiced in the lesson and then modify one of the activities to address and practice a different skill.</p> <p>They are asked to write down their ideas on their lesson plan template.</p> <p><i>**This activity is SECTION C on the lesson planning activity. This is one out of five activities designed to guide volunteers through the creation of a lesson plan (see section 4 “Lesson Planning”).</i></p>	Lesson plan template Volunteer packet. The information included in the packet was adapted from <i>A Guide for Tutoring Adult ESL Students. Jennifer House & Myrna Rabinowitz. Vancouver, Canada 1988.</i>

Optional Content:

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10. Teaching tips	25 min.	The content covered in this section has to do with good teaching practice such as Practicing and Guiding, Listening and Observing, Error Correction, and Checking Progress.	<p>Volunteers are divided in four groups. Each group is given a large piece of paper and markers. One group is asked to write ideas on how, as teachers, they can guide and encourage students to practice their new language skills. The second group writes down ideas on how to better listen to students and what can be learned from observing students. The third group writes down ideas for effective error correction. And finally, the fourth group writes down ideas on how to check progress in the classroom.</p> <p>After a few minutes, the groups rotate and continue writing additional ideas. The activity ends when all groups have had the opportunity to write their ideas on all topics.</p> <p>The presenter uses the large pieces of paper to facilitate a group discussion on best practices. The presenter makes reference to the volunteer packet and the power point presentation.</p>	<p>Power Point presentation Volunteer packet. The information included in the packet was adapted from <i>A Guide for Tutoring Adult ESL Students</i>. Jennifer House & Myrna Rabinowitz. Vancouver, Canada 1988. Large pieces of paper Markers Small groups and large group discussion</p>

Optional Content:

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11. Multilevel classes	40 min. Total. (20 minutes each activity)	<p>This section presents effective ways to work with multilevel classes. It provides volunteers with basic concepts to take into account when planning a class with multilevel adult learners and how to adapt activities in different ways. The basic concepts that can be used to adapt activities are: Material or Input, Task, and Performance level. By combining these elements, the instructor will be able to address the different levels and skills in one classroom.</p>	<p>There are two activities related to multilevel classes in our training.</p> <p>Activity # 1: This activity is part of the Lesson Planning activity. Volunteers are asked to go back to their lesson plan and come up with ideas on how to modify their activities in order to accommodate different levels. They write down their ideas on the lesson plan template.</p> <p><i>**This activity is SECTION D on the lesson planning activity. This is one out of five activities designed to guide volunteers through the creation of a lesson plan (see section 4 “Lesson Planning”).</i></p> <p>Activity # 2: “Review activity”. This activity asks volunteers to answer questions related to the content of the volunteer training. The activity is designed to address a multilevel classroom. The whole group is divided into 4 to 5 small groups. Each group answers a section on the Review Activity. The sections vary in skill level and task. When done, volunteers go back as a whole group and each section is reviewed. At the end, there is a “bonus” question: This activity is an example of what type of activity?</p> <p>The presenter makes sure that the whole group realizes that the activity accommodates for a multilevel classroom with activities that address different performance levels and skills of the group.</p>	<p>Power Point Presentation Volunteer Packet. The information included in this section was adapted from <i>Teaching Adult Second Language Learners. Heather McKay and Abigail Tom.</i> Lesson Plan template “Review Activity” handout</p>

Optional Content:

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12. Classroom Management	20 min.	The content of this section is related to classroom management. The volunteer packet has a list of good classroom management practices for new and old volunteers.	The presenter asks volunteers to think about their least favorite teacher. Volunteers share their ideas and the presenter writes them on the board. After a few minutes, the presenter takes a moment to highlight the things volunteers shouldn't do in the classroom. The presenter also uses the volunteer packet to point out the good and efficient things to do when managing a classroom.	Group discussion Board Volunteer packet. The information included in the packet was adapted from <i>Teaching by Principles</i> by H. Douglas Brown.
13. Teaching the sound system	20 min.	This section covers tips on how to teach pronunciation to the adult learner, especially to those who are native Spanish speakers. The presenter explains the use of drills in the classroom, minimal pairs, what students like to do in the class, difficult sounds for the Spanish speaker and how to teach a sound to students.	This is the last section on the lesson planning activity. Volunteers are asked to plan a short activity to teach a specific sound. Sounds are given to them based on the level they will be teaching. For instance, volunteers teaching a beginning class might be asked to plan a short activity with the sounds "b" and "v". Volunteers write down their ideas on their lesson plan template.	Volunteer packet. The information and illustrations included in this section were adapted from <i>Guide for Tutoring Adult ESL Students</i> . Jennifer House & Myrna Rabinowitz. Vancouver, Canada 1988 Lesson plan template Handouts of different sounds
14. Question and Answer Sessions	20 min.	After the first and second half of the training, we allot time to address any questions that volunteers may have.	There are no specific activities required for this section.	There are no specific materials required for this section.