# FOUNDATIONS
# of ADULT LITERACY

**Part 1: Getting Prepared**

**Part 2: Learner-Centered Philosophy**

**Part 3: Goal-Setting**

**Part 4: Volunteering Logistics**

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# Training Guidelines

**Welcome to Washtenaw Literacy's Tutor Training!**

The information in this training program is based on the same research found in degree programs.  **Maximize your potential impact by actively participating, thinking, challenging, and learning!**

You owe it to yourself and your future learners to honor this time.

- Listen carefully.
- Read curiously.
- Think critically.
- Question fearlessly.

- Take notes actively.
- Reflect personally.
- Share respectfully.
- Review regularly.

# Training Guidelines

Many modules in this training program are facilitated by a trainer. However, this Foundations Module is self-paced.

## You may take as much or as little time as you'd like, but treat this time as though you were in a class.

- Limit distractions (turn off devices, email notifications, don't engage in side conversations).
- **Be a fully engaged, active learner!**
- When you see a callout box, spend a few extra minutes to follow the instructions and complete the activity.
- There are four parts to this module. Take a break after each part to process the information.
- Trust the process and plunge in!

**Activity**

# What are you going to learn?

- **Short answer:** You will learn the skills, knowledge, and perspectives necessary to be a successful tutor for adult learners in our program.

- **Long answer:** Click here for a brief description of the content for each module.  Every module in our training program has Training Objectives.

  - **Skills** are things you can do.

  - **Knowledge** is the background information you need.

  - **Perspectives** help you align your expectations with the reality of our work.

Be sure to download our training tracker so you can see your progress through the training process and know what's still to come.

**On the next slide, you will find our Training Objectives for this module.**

# Training Objectives

1. **Develop skills needed for tutoring adults**
   - ❏ Distinguish short vs. long-term goals

2. **Build knowledge needed to engage with agency**
   - ❏ Know mission statement and policies (tutor handbook)
   - ❏ Identify expectations of next steps
   - ❏ Preview idea of being a cultural guide and the impact of poverty

3. **Align your perspective and expectations with the needs of adult learners**
   - ❏ Describe the difference between tutors and teachers
   - ❏ Recognize the need for learner-centered tutoring

**Washtenaw Literacy's Mission:**
Believing that literacy is the foundation
for a sustainable community,
Washtenaw Literacy provides literacy support,
free of charge, to adults through
a network of trained tutors.

It is our **Vision** to eliminate illiteracy in Washtenaw County.

PASSION

DIVERSITY
EQUITY
INCLUSION

INTEGRITY

www.washtenawliteracy.org

734-337-3337

# Tutor Objective

The previous slide showed you the agency's mission.

The **Tutor Objective** is our tutor's mission:

To partner with adults in pursuing their personal goals

by improving their ability to understand, speak, read,

and write basic English and do math through customized,

research and evidence-based tutoring.

# Stop & Reflect

Take 5 minutes and write some notes on a piece of paper.

- Reread our **Mission** on slide 6. Notice the words "sustainable," "literacy support," "free," "adults," and "trained tutors."

- Reread your **Tutor Objective** on slide 7. Notice the words "partner," "pursue," "personal," "improve", "customized," and "research and evidence-based."

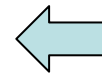  What is the significance of these words?

# How do we achieve?

Washtenaw Literacy provides literacy *support*.

Volunteer tutors partner with adults in *pursuing* their goals.

So what does it take for an adult learner to achieve?

**Activity**

**Click to watch the video.**
*(This will take you to Youtube.)*

Why do some people believe they can't achieve?

How do you know that adult learners have grit?

# Stop & Reflect

Take 10 minutes and write some notes on a piece of paper.

Video – Grit: The Power of Passion & Perseverance

- Why do some people believe they can't achieve?

- How do you know that adult learners have grit?

Video – The Power of Literacy

- What approaches did the man take to learn to read?

- Who partnered with him along the way?

# STOP

Need a break?  **This is a good stopping point.**

Go refill your coffee.  Cuddle your pet.  Take a walk.  Have dinner.  Watch your favorite show.  Be with people.

**You can come back to the Foundations Module later today or tomorrow.**

# FOUNDATIONS

Part 1: Getting Prepared

**Part 2: Learner-Centered Philosophy**

Part 3: Goal-Setting

Part 4: Volunteering Logistics

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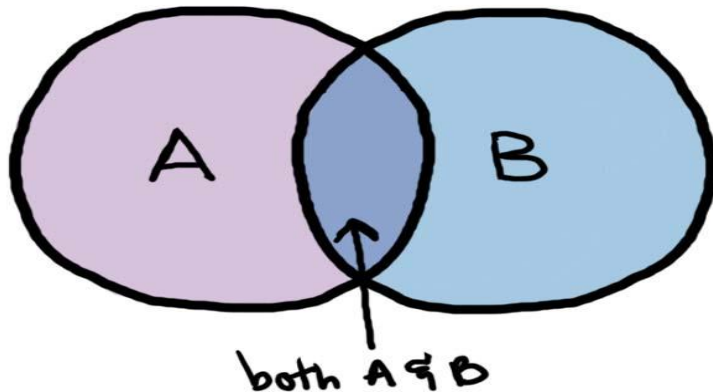LITERACY

# Teachers vs. Tutors

How are teachers and tutors different and similar?

How does a teacher behave with students?  How about a tutor?

What do you expect of a tutor?  How about a teacher?

**Activity**

**Venn Diagrams are great visual representations of compare and contrast.**

Take 5 minutes to create a Venn Diagram on a piece of paper. In one circle, list the qualities of a tutor. In the other circle, list the qualities of a teacher. If the two have qualities in common, list those in the overlapping space in the center.

VENN DIAGRAM!

A    B

both A & B

# Tutoring Adults

Adult learners are…

- **Pragmatic** – They want skills and solutions for everyday life.

- **Goal-oriented** – They focus on results and need to see progress.

- **Self-conscious** – They have experienced failure and trauma.

- **Complex** – They possess multiple identities, represent multiple cultures, and face multiple barriers to their goals and to tutoring.

A great tutor brings **empathy**, **flexibility**, and **patience**!

# The Research: Maslow



Lower-order needs must be met before higher-order needs.

**Maslow's Hierarchy of Needs can help us understand the motivations and challenges faced by our learners.**
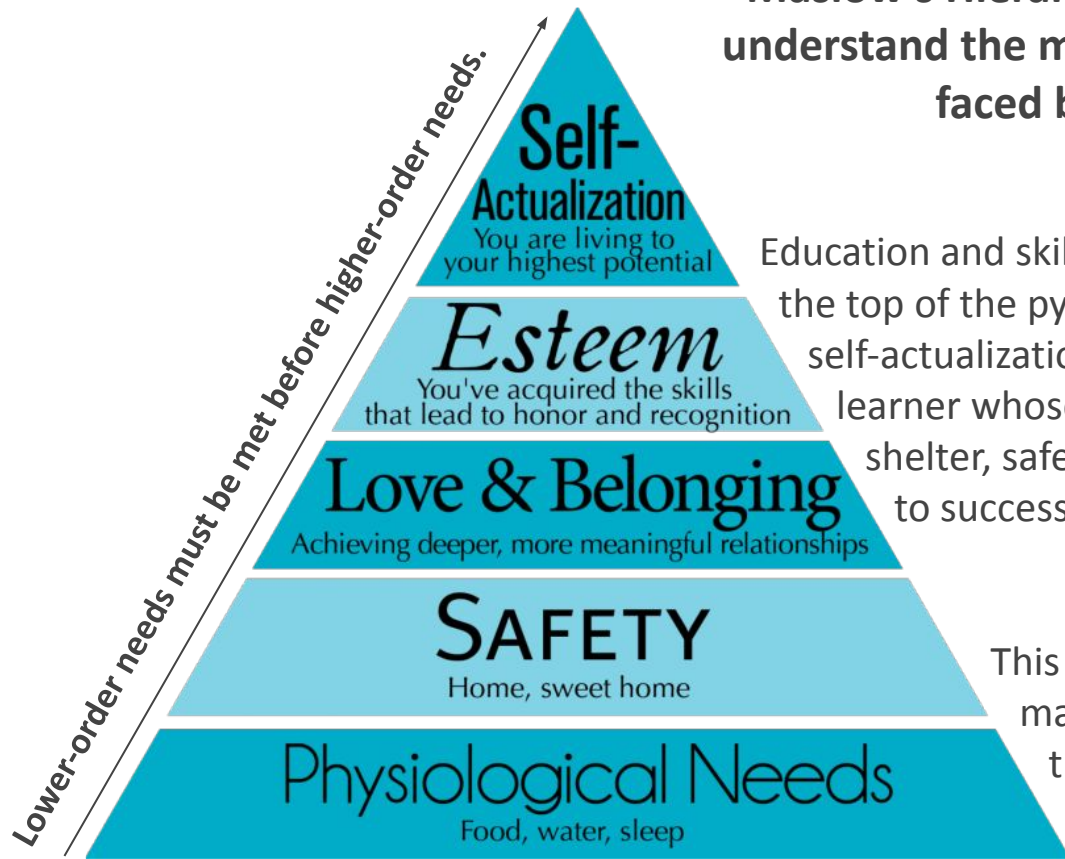
Education and skills like problem solving are at the top of the pyramid with esteem needs and self-actualization. For tutors, this means that a learner whose lower-order needs (sleep, shelter, safety) are not met will not be able to successfully engage in tutoring.

This is not always predictable! An adult may be ready for tutoring one day and then unready the next.

**Be ready when your learner is ready. Understand when they are not.**

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**Poverty is lacking the essentials for a minimum standard of well-being.**

*– New World Encyclopedia*

**Activity**

What are "the essentials"?

How does the learner example relate to Maslow's hierarchy of needs?

# The Research: Piaget & Vygotsky

## Piaget: Learning as an Active Process

- Intake information + Analyze + Incorporate new knowledge
- Not passive; cannot be forced
- Requires internal motivation
  - The learner's goals are essential to tutoring!

## Vygotsky: Stages of Independence

- Can not do → Can do with help, practice, and instruction → Can do alone
- We seek to increase independence
- Requires patience, modeling, and continuous assessment
  - Starting at the learner's current skill level is essential!

# The Research: Kolb

**The Experiential Learning Cycle**
1. Do something ("what").
2. Reflect on it, considering alternatives or reasons ("so what").
3. Decide how to apply it to the future ("now what").

NOW WHAT?
WHAT
SO WHAT?
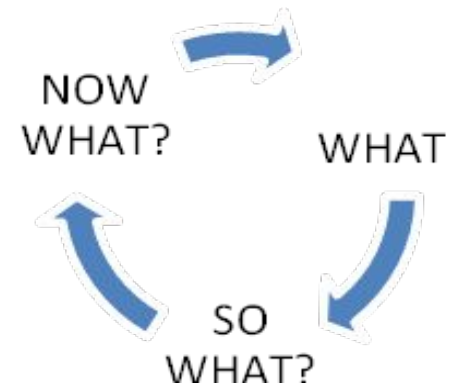
**This process should be obvious in your tutoring.**
1. Tell the learner what you are going to do ("what") and why ("so what") with each activity.
2. Have the learner do it (or do it together).
3. Talk about how it went and how they will use this or how it's connected to other learning ("now what").
4. Repeat the process so the learner builds familiarity with it and becomes able to apply it outside of tutoring.

# Developing a Growth Mindset

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**Activity**
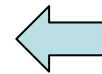
Click to watch the video.

*(This will take you to Youtube.)*

When was a time you felt the tyranny of now for yourself?

When was a time you felt the power of yet?

What are some strategies you learned from this video that could support developing a growth mindset with an adult learner?

# The Research: Knowles

**Malcolm Knowles (the father of adult education) coined the term "andragogy", which refers to successful methods and practices for teaching adults.**

Washtenaw Literacy defines "adult" as an individual who is at least 16 years old.

| **Andragogy** *Methods & Practices for Teaching Adults* | **Pedagogy** *Methods & Practices for Teaching Children* |
|---|---|
| Self-directed Learning | Teacher-directed Learning |
| Goal-centered | Content-centered |
| Internally motivated | Externally motivated |
| Teachers/Tutors are facilitators. | Teachers/Tutors are experts. |
| Adult learners fear failure and avoid taking risks. | Young learners are more willing to experiment and fail. |

# The Principles of Andragogy

**Activity**
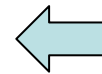
**Click to watch the video.**

*(This will take you to Youtube.)*

What are the 6 Principles of Andragogy?

Which do you think have the biggest impact on learning?

How do you see these principles relating to your tutoring?  How is this different from the typical teaching?

# Stop & Reflect

Take 10 minutes and write some notes on a piece of paper.

## Video – Developing a Growth Mindset

- When was a time you felt the tyranny of now for yourself?

- When was a time you felt the power of yet?

- What are some strategies you learned from this video that could support developing a growth mindset with an adult learner?

## Video – The Principles of Andragogy

- What are the 6 Principles of Andragogy?

- Which do you think have the biggest impact on learning?

- Think back to the Power of Literacy video (slide 10). How do you see these principles demonstrated through the man's story?

# STOP

Need a break?  **This is a good stopping point.**

Go refill your coffee.  Cuddle your pet.  Take a walk.  Have dinner.  Watch your favorite show.  Be with people.

**You can come back to the Foundations Module later today or tomorrow.**

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# Step One: Ask the Learner!

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**Your learner is your greatest resource.**

**Work with them to complete this sentence:**

> I want to _____
>
> so I need to (learn/improve) _____.

**Tips:**
- Focus on areas that are also life skills.
- Make concrete connections between skill and goal.
- Review this sentence to stay motivated on difficult days.
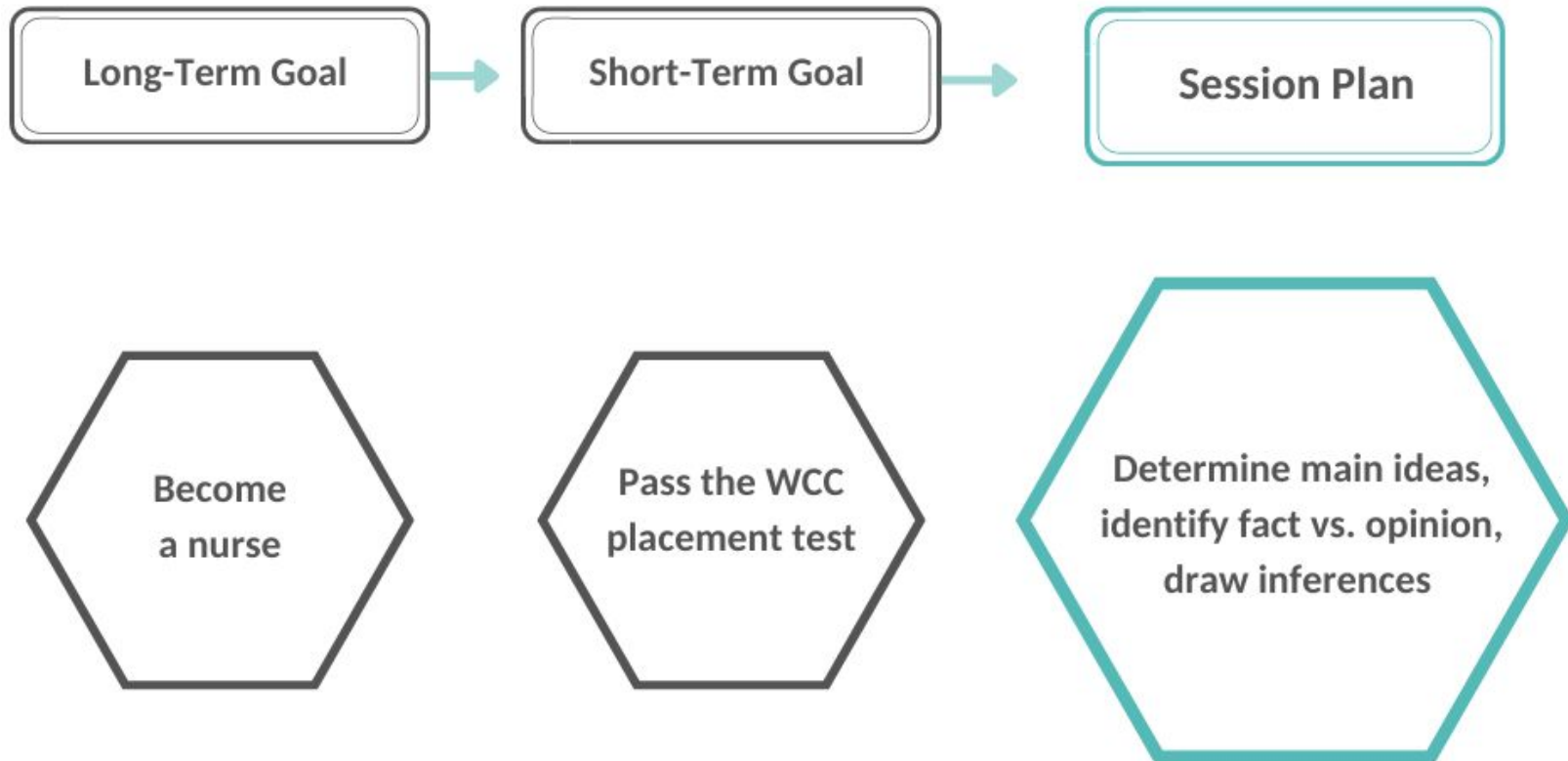
# Step Two: Break it Down!

**Example:**

> I want to become a nurse
>
> so I need to pass the WCC placement test on reading.

**The long-term goal is to become a nurse. This can take years to accomplish. A shorter-term goal may then be to pass the WCC placement test on reading. Reading is still a big area to tackle!**

**Break it down into more concrete skills.**

# Step Three: Session Plan!

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| Long-Term Goal | → | Short-Term Goal | → | Session Plan |
|---|---|---|---|---|

**Become a nurse** → **Pass the WCC placement test** → **Determine main ideas, identify fact vs. opinion, draw inferences**

The path to a goal looks different for every learner. As a "designer tutor", you will create customized plans that support your learner in carving their own path.

*More on session planning can be found in our Session Planning modules!*

# Recommendations

- **Establish goals collaboratively with your learner(s).**

- **Connect goals to the skills needed.**

- **Put goals and plans in writing.**

- **Review often.**

- **Break skills down into small parts that can be practiced in a session.**

- **Continuously update your learner on the process and progress you're making together.**

# Stop & Reflect

Take 10 minutes and write some notes on a piece of paper.

## Ask Yourself

- What role does goal-setting and session planning play in success and progress?

- What is the most difficult part about goal-setting for you personally? How do you think this will be the same or different for your learner(s)?

## Practice

- The next three slides contain real examples of adult learners. Read each slide and choose one.

- What potential goals do you notice for the learner(s)? What skills might you break those goals down into?

- What other hobbies or interests might motivate your learner? What materials might you bring to sessions based on these interests?

# Case Study – Basic Literacy 1:1

**This case study is based on a real learner in our program.**

**Charisse** is 54 years old and widowed.  She lives with her son and two grandchildren.  She is reading at an advanced level.  She enjoys gardening and cooking.  Charisse is an energetic, independent, cheerful woman who works in a factory.  She hopes to retire early and travel.  Her goals are to help her grandchildren with their homework, read the newspaper, read maps, and be able to write to her sister in Alabama.  She is also interested in researching and writing the history of her family.

# Case Study – ESL 1:1

**This case study is based on a real learner in our program.**

**Carlos** is from Guatemala. He is around 50 years old and has eight children. He has been in the United States for almost five years. He completed the fourth grade in Guatemala and is now working in the kitchen of a local bar. He can make himself understood conversationally, but he has very limited reading and writing skills. He avoids reading and writing whenever possible, often relying on his children for information. Carlos wants to take the citizenship exam and hopes to someday own his own restaurant in Ann Arbor using family recipes. He would like to be able to read news articles online as he has a fascination with politics, history and current events. He admits to a guilty pleasure: watching soap operas!

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# Case Study – ESL Cluster

**This case study is based on a real learners in our program.**

**Mari (Japan), Lily (China) and Anita (Mexico)** are all young moms with 2-3 infant/preschool children. They live in UM student housing (husbands are at UM). Mari is the most outspoken but also feel isolated at home all day. Lily is quiet but has a PhD in Chemistry and feels "useless" here as a housewife. Anita is used to having lots of family around and really wants to meet people. They don't know how long they will be in US, but want to work or go to University some day. For now, they are focused on being independent, raising their children, and being helpful to their husbands. Mari likes to travel and wants to be a photographer. Anita is interested in cooking and gardening. Lily likes to watch movies, paint, and read.

# Impacts of Culture & Poverty

**Activity**
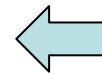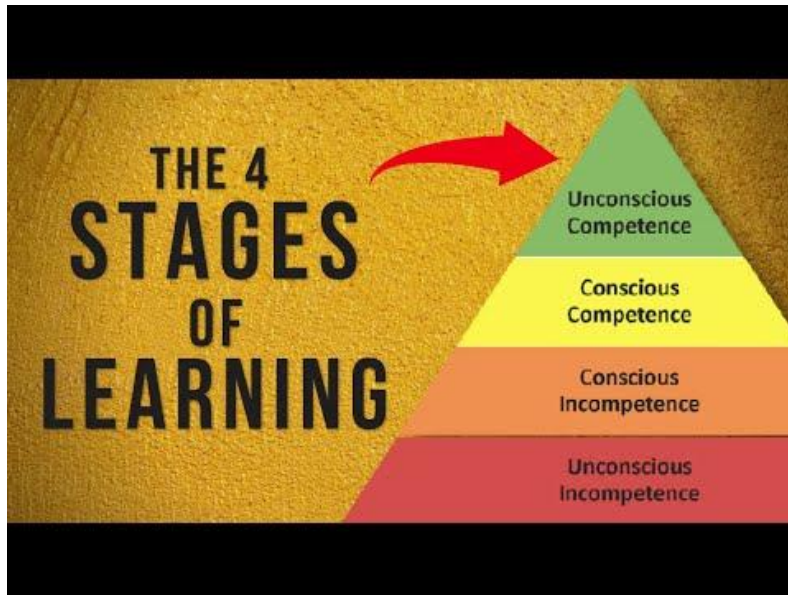
⬅ **Click to watch the video.**

*(This will take you to Youtube.)*

What are the 4 Stages of Learning?

How might they affect goal-setting?

Now think about a learner of another culture, or a learner who has spent much of their life in poverty. How might these identities affect their movement through the stages?

# Stop & Reflect

Take 10 minutes and write some notes on a piece of paper.

## Video – The 4 Stages of Learning

- What are the 4 Stages of Learning?

- How might they affect goal-setting?

- Now think about a learner of another culture, or a learner who has spent much of their life in poverty. How might these identities affect their movement through the stages?

## Test Yourself

- Where does implicit bias fall within the 4 Stages of Competence?

- Choose one or more **tests from Project Implicit**. After having completed the test, what Stage of Learning for that topic would you say you are in?

# STOP

Need a break?  **This is a good stopping point.**

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# Guidelines: The First Meeting

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## Main Objectives:

- Get to know each other.
- Establish trust.
- Don't let the job of "tutoring" overwhelm you, focus on the relationship.

## How can you do these things?

- Talk! Build rapport.
- Show respect for the learner: who they are, their goals, and their ideas.
- Convey a feeling of excitement about your work together.
- Reassure them that you are there to as a partner in their learning…

"We're in this together."

# Tutor Oaths

## As a Washtenaw Literacy Designer-Tutor*, I will:

1. Keep in touch with Washtenaw Literacy
2. Tutor to my learner's goals
3. Prioritize time based on goals
4. Balance the skills areas
5. Activate prior knowledge
6. Respect differences
7. Dream small
8. Provide repetition without boredom
9. Create session plans for my learner

*You are on the path to becoming a design-tutor! Through training, you will learn how to design session plans and select materials specifically designed for the needs of learners with whom you partner. For more on how you can keep these oaths, engage in training!*

# Resources

- ***Your learner!  They are your number one resource.***
- Your training materials
- **Washtenaw Literacy Staff**
- Other tutors
    - Connect with a tutor during training
    - Use the Tutor Slack Workspace
- Future training and workshops
- **Mentors**
- Public libraries
- **www.WashtenawLiteracy.org**
- Other professional development

# Rules

We offer a lot of *guidelines* and *resources* to promote your success as a tutor.

Here are some *rules*:

1. Tutors and learners must not share rides to/from tutoring.
2. Tutoring sessions must take place in a public place, never in a private home.
3. Tutors must respect and honor their learner's goals through session planning and materials selection.

# Stop & Reflect

Take 10 minutes and write some notes on a piece of paper.

## Ask Yourself

- What am I most excited about with tutoring? What am I most nervous about?

- What am I going to ask my learner(s) in our first meeting? What am I going to share about myself? What materials will I use? How can I build rapport?

- Which oaths and rules will naturally be easier for you? Which might be more challenging?

- What resources are you most excited to make use of?

# Training Objectives (Review)

1. **Develop skills needed for tutoring adults**
   - ❑ Distinguish short vs. long-term goals

2. **Build knowledge needed to engage with agency**
   - ❑ Know mission statement and policies (tutor handbook)
   - ❑ Identify expectations of next steps
   - ❑ Preview idea of being a cultural guide and the impact of poverty

3. **Align your perspective and expectations with the needs of adult learners**
   - ❑ Describe the difference between tutors and teachers
   - ❑ Recognize the need for learner-centered tutoring

# Next Steps

1. **Today**

   - **Complete the Foundations of Adult Literacy form** (click here).
     - Once you submit this form, you will marked as "completed" for this module. *Completion of this form is required.*

2. **Within a month**

   - Attend your next session to continue training. (Click here to see a description of the modules and their scheduled dates.)

3. **As needed**

   - Contact Alison (austin@washtenawliteracy.org) if you have questions or need information about your next session.

# Thank you!

**Contact Information:**

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