

Trainer News

October, 2005

Training of Trainers Workshop Scheduled

When: Friday and Saturday November 11 & 12, 2005
9:00 am - 4:00 pm

Where: Geneva Chamber of Commerce

To Register: Call Mary Bartlett, Literacy New York Training Coordinator,
(315) 662-3621

Registration Deadline: November 1, 2005

A minimum of ten participants is necessary to hold the training.
Registrants will receive training confirmation notice by November 2, 2005.

Trainers: Mary Ellen Darling and Mary Bartlett, Literacy New York Trainer
Corps

There is NO FEE for this workshop, but lunch and accommodations are on your
own.

Accommodation available at: Ramada Inn, Geneva NY (315) 789-0400 or

Hampton Inn (315) 781-2035. Both hotels are located adjacent to the Chamber
of Commerce. Call hotel directly to make your reservations.

Training of Trainers Workshop (TOT) Description

This is the traditional two-day TOT using the participatory model of
training so effective in adult education. The workshop does not cover the
content of a tutor training. Instead, it focuses on participatory
facilitation skills. A main feature of the training is practice teaching by
participants. Each participant gives a ten-minute presentation using the
participatory model taught in the training. For more information or
questions call Mary Bartlett, Training Coordinator, Literacy New York (315)
662-3621.

Best Plus Update

By now we all know that BEST Plus is the SED approved assessment instrument for ESL learners and that our network must transition to this new assessment instrument.

For the past two years, we have suggested that affiliates go to BEST Plus Test Administrator workshops - LNY sponsored or RAEN sponsored.

For programs serving a large ESL population we knew that the transition to BP would take considerable time. To manage the transition to BP assessment, LNY suggested a process: 1) test all, new, incoming students with BP; 2) when post testing veteran students with whatever assessment instrument the affiliate had used to pretest that student, retest that student immediately with BP. This would give the affiliate a BP pretest for that veteran student who can now be post test with BP. As a result of using this process, affiliates should be able to transition all of their ESL students within a three year period without putting undue stress on limited human resources.

We, as a network, no longer have unlimited time to transition to BP. NRS reports for ESL students are based on BP. There have also been indicators that SED's expectation is that by the end of this program year BP is not an option, but the given. Therefore, LNY is strongly encouraging affiliates to make every effort to implement BP as their ESL assessment instrument by June 2006.

Based on requests, LNY will offer BEST Plus Test Administrator workshops in CNY (preferred site is Syracuse) and the Hudson Valley (Newburgh if we can secure a site) before Thanksgiving. If you are from the Hudson Valley Region or the CNY/Fingerlakes/Central Southern Tier area and you are interest in attending the upcoming workshop in your area, please let us know since participation is limited to 25 per workshop. There is no limit to the number of participants an affiliate can send. If need be, we will schedule back to back workshops in order to accommodate everyone. Some indication from you as to how many participants your affiliate will send to the training would be helpful before we finalize site arrangements.

Please note, only trained Test Administrators, with OK from the trainer/CAL, can assess students using BP. There is no turn key training available so we can not train BP trainers for you. Only CAL, for a fee, can train trainers.

Additional BP Test administrator workshops will be scheduled for other regions later in this program year or by affiliate request.

If you have any questions about BP Test Administrator workshops, print based or computer material, don't hesitate to email or call Roz Mecca at meccaR@aol.com, 716-631-5282.

Trainer Tip

Question and Answer Techniques

Questions are an important way for workshop participants to glean and clarify the information they want.

Facilitators can use the following actions to encourage participants to ask questions:

- * Step towards participants, raise your hand, and then ask for questions.
- * Assume there are questions.
- * If there are no questions immediately, ask the first question yourself.
- * Wait until the questioner has finished with the entire question before you begin your answer.
- * Repeat and rephrase the question.
- * Listen for the intent as well as the content of the question.
- * Answer the question completely and accurately, without going off on a tangent.
- * Determine how much of an answer the questioner wants.
- * If you don't know the answer to the question, admit it and suggest some places where the participants might find the answer.
- * Involve all of the participants in the answer to the question.
- * Read the audience to determine when the number of questions needs to be limited.
- * Determine the best time for you to answer questions.
- * Share individual questions with the entire group.
- * If there are no questions, move on.
- * Be prepared for difficult questions: think about reasons why the participant may have asked the particular question, pause before responding to allow yourself time to think about the many possible answers, and mentally prepare your key points before you speak.

Adapted from an article by Peggy Sharp. *Sharing Your Good Ideas: A Workshop Facilitator's Handbook* (Heinemann, a division of Reed Elsevier, Inc., Portsmouth, NH, 1993).

Get on the List

If you are not already on the trainer list serve or you have a colleague who wants to sign up please email Mary Bartlett at Mbartlett@literacynewyork.org. List serve members receive email messages with the Trainer Newsletter, announcements from Literacy New York relevant to trainers and a discussion list. You can post your own training or tutoring-related question or respond to others. Do it now!

On-Line Journal

Exploring Adult Learning is the on-line journal for the Adult Learning Division of the College Reading Association (CRA). The CRA's Adult Learning Division focuses on the adult reader and adult literacy programs such as ABE, GED, workplace and family literacy. The on-line journal was begun because members of the Adult Learning Division believed practitioners in the field of adult literacy were underserved. Through this journal, adult literacy practitioners have an opportunity to read articles written by other adult literacy practitioners. They also have a chance to publish their own articles. To read previously published articles and learn how to submit articles of your own go to <http://literacy.kent.edu/cra/>

Reading Research

Four elements for reading instruction were outlined in the book Research-Based Principles for Adult Basic Education Reading Instruction by John Kruidenier, Ed.D. October, 2002. The elements are alphabetics, fluency, vocabulary and comprehension. The article below looks at Fluency Instruction.

Excerpts from: Fluency Development: Practice Means Progress by Susan McShane. Go to literacynewyork.org for the full article printed in Literacy Practitioner, October, 2004.

What is reading fluency?

Fluent reading is rapid, efficient, and largely free of errors in word identification. But fluency is more than speedy, accurate word reading; a fluent reader also uses appropriate phrasing and expression. A fluent reader knows how to group words into phrases, where to pause, and what to emphasize. In other words, fluent reading sounds like speech.

What kind of fluency instruction is most effective?

Research suggests that guided repeated oral reading may improve one or more aspects of fluency as well as comprehension. (Kruidenier, 2002, Principles 9 & 10 and Ideas 14 & 17)

Guided repeated oral reading

The learner reads a passage several times, with guidance, until an acceptable level of fluency is reached, at which point he/she begins work on another passage at the same or a slightly higher level of difficulty.

Guidance may involve

- * Modeling-teacher or audiotape assisted,
- * Simultaneous reading,
- * Assistance and correction, and
- * Combinations of these options,

No one approach or technique has been demonstrated by research to be more effective than others. Several are described below.

1. Reading to the teacher or tutor

The learner reads a brief passage aloud, and the teacher or tutor provides help as needed, to identify problem words. The tutor may also ask a couple of recall questions after the reading. Then the learner reads the passage aloud again one or more times, continuing until he/she can read it comfortably with few errors and can recall facts and details accurately. By engaging the reader in discussion and asking comprehension questions after each reading, the tutor maintains a focus on meaning and demonstrates to the learner the re-reading not only increases accuracy, but also results in better understanding. When fluency is achieved with one passage, the learner begins working on another one. In a slight variation on this approach, the tutor begins the session by reading the passage aloud before asking the learner to read.

2. Echo reading

The teacher or tutor reads a sentence aloud and the learner reads the same sentence immediately afterward, imitating the first reader's phrasing. They proceed through the text in this way. Then the learner may attempt re-reading the text aloud independently.

3. Dyad or choral reading

The teacher or tutor and learner read a passage or story in unison. At any point, the learner may offer to read alone or the tutor may simply stop reading. If the learner begins to struggle or miscalls or more words that have significance for the meaning of the passage, the tutor resumes reading. In choral reading a group of learners reads aloud in unison.

4. Paired or partner reading

Pairs of learners take turns reading and re-reading the same passage to each other, or they read aloud together as in dyad reading above.

5. Tape-assisted reading

Using taped readings, a learner is able to work more independently, reading along while listening to the passage on tape. The tutor might use commercial books on tape or make recordings of texts or real-life materials.

6. Performance reading

A group of learners prepares a performance of a poem, play, or story. They divide up sections or roles and practice read their parts aloud to each other and the tutor. They may also tape their readings so each reader can assess his/her delivery and make improvements. This approach gives learners a real reason to re-read text.

Trainer News is an online informational newsletter for tutor trainers in the Literacy New York affiliate network. If you have questions or comments about this newsletter, please contact Mary Bartlett, Training Coordinator, Literacy New York. Ph.(315) 662-3621 or Mbartlett@literacynewyork.org.