



ACQUISITION
OF SKILLS

ENTRY LEVEL
SKILLS

PRACTITIONER

**TRAINING
STRATEGY**

SKILLS RECOGNITION

Phase 2 Final Report

December 2002



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The Overall Goal

To develop an integrated practitioner training and recognition approach that supports high quality delivery of the Literacy and Basic Skills (LBS) Program, through four phases.*

*As articulated by the Literacy Development Unit of MTCU, August 13, 2001

OVERVIEW

This project is part of a multi-year effort to review and implement the MTCU initiated "Practitioner Training Strategy". Laubach Literacy Ontario (LLO) has a history of delivering quality tutor training in the province. LLO is the largest member organization of Laubach Literacy Canada (LLC). LLC is the Canadian affiliate of Laubach Literacy International.

The certification system that has been in place for several years has proven successful in ensuring that volunteer tutors have the skills they need to delivery quality training to adult students. Over the past five years LLO, LLC and the international organization, ProLiteracy Worldwide (newly named to acknowledge the amalgamation of Laubach Literacy International and Literacy Volunteers of America), have recognized the need to adapt the tutor training parameters to allow for more local flexibility. As the population becomes more diverse and information technology increases at a rapid growth rate, the way training is delivered needs to be able to have enough flexibility to address local needs, while still maintaining a provincial and national quality standard.

In addition to the work done directly through the Practitioner Training Strategy Project, LLO has been working to support the concepts behind the a more flexible training system and quality standards expected in all areas of program delivery with a variety of both funded and non- directly funded field development



projects. The following resources have been developed and distributed to our member organizations:

Entry to Exit (1999)

A coordinators handbook for the delivery of literacy services.

Linking Demonstrations with Laubach (2001)

A collection of field-tested model demonstrations that are linked with Laubach materials.

Building Bridges (2002)

A resource to help programs wishing to expand services to include small group literacy instruction.

Teaching Internet to Literacy Tutors (TILT) (2002)

A basic resource manual for Literacy Practitioners

The purpose is to give tutors the confidence to use the Internet when tutoring, when looking for materials and activities, and to help their students develop computer and Internet skills.

Suzy Harris Manual (updated 2002)

A supplementary training manual with modules researched and compiled by Laubach Certified Tutor Trainers.

Each of the resources is key in supporting quality tutor training or program delivery for our members as well as other Literacy and Basic Skills Programs in Ontario. The resources have all been identified in the applicable section(s) of our Draft Practitioner Training Strategy in lists of suggested resources. The suggested resources include a variety of texts that are widely available in the literacy field. LLO recognizes the fact that while we have a curriculum in place for the delivery of quality tutor training, individual trainers may want to draw from other quality sources from time to time to supplement or adapt the training to meet local needs or preferences.

KEY PHASE 1 FINDINGS:



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- ✓ LLC national minimum standards did not specifically include language about learning outcomes or a goal-directed assessment. Volunteer tutors need an awareness of the meaning of the terminology “learning outcomes” and “goal assisted assessment”. Laubach has always encouraged student-centred learning with application to real life outcomes but needs to align the language to ensure transparency in LBS Programs.
- ✓ There was a need to investigate the development of provincial tutor-training standards and content in addition to the national standards established by LLC.
- ✓ Although Laubach practitioners believed that the certification system was sufficient to meet the needs of its practitioners and there was evidence to suggest that Laubach programs do make efforts to provide upgrading or supplementary training to volunteer tutors, practitioners offered suggestions for additional training.
- ✓ There was a need to investigate how volunteer tutors, tutor trainers, and student-tutor coordinators are screened or should be screened for the minimum transferable skills and/or qualifications.
- ✓ Ways in which volunteer tutors can demonstrate learning at the basic workshop needed to be documented.
- ✓ Training modules for tutor-trainers based on best practices research needed to be developed. Best practices in delivering additional tutor training modules in the areas of goal-directed assessment, learning outcomes, numeracy, and areas identified in current field development initiatives needed to be developed.

In Phase 1 the current Laubach training system was analysed. Three key roles (Laubach Literacy Tutor, Laubach Trainer and Student-Tutor Coordinator) were broken down into minimum general skills needed prior to receiving training and



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skills obtained during the current training for each role. The skills were identified from the “Essential Skills List” developed by Human Resources Development Canada.

The minimum skills for a Laubach literacy tutor identified in Phase 1:

- ✓ Literacy skills
- ✓ Use of documents
- ✓ Oral communication
- ✓ Working with others
- ✓ Continuous learning
- ✓ Creative thinking
- ✓ Analytical skills
- ✓ Job task planning and organizing
- ✓ Develop an insight into literacy

Because these skills included both skills needed prior to training and skills developed during training, in Phase 2, all of the minimum skills for a Laubach literacy tutor have been linked to the key components of LLO’s draft training strategy (outlined later in this report) to show where they can be obtained and/or demonstrated during the basic tutor-training workshop.



PHASE 2 METHODOLOGY

Consultations took place in the format of provincial face-to-face focus groups and meetings with member of LLO. LLO's Provincial Training and Advisory Committee (PTAC) took on the role of reference group in Phase 2 and will continue in this capacity for Phase 3. Meetings also took place at the national level with LLC's training and certification committee. Review of the current training system, as well as other materials and systems in existence created the basic framework upon which the feedback from the consultations was grafted to create the draft training strategy put forward in this report.

Focus Group 1

At the Professional Development weekend held in June 2001, a group of trainers and practitioners formed a focus group to consider the several questions around three key areas:

Task 1: Because good training for tutors is the backbone of the organization, participants were asked to consider how tutor trainers should be screened prior to entering the apprenticeship program.

Task 2: Participants were asked to consider how volunteer tutors could demonstrate learning at a basic workshop.

Task 3: Finally, participants were asked to look at "How should the concepts of "learning outcomes" and "goal-directed assessment" be incorporated into the basic workshop?" Due to time restraints the third consideration did not get discussed at this particular focus session.

Participants received an overview of phase 1 in a PowerPoint presentation prior to commencing the task. As a further resource, they received the list of general transferable skills identified in Phase 1 as well as definitions for each skill. See Appendix A for resources utilized during this consultation.



Task #1 Questions Posed and Answers Received

How should apprentice trainers and trainers be screened for the additional minimum skills necessary to fill their respective roles?

- "Re-certification for trainers"
- "Apprentice trainers should be working with more than one training team to ensure maximum feedback."
- "Self evaluate + evaluation from supervisor."
- "Informal checklist to assist in evaluations – presentation skills, problem solving, etc."

Should screening be conducted informally or formally?

- "Observation by supervisor"
- "Combination"

If it is done informally is there any back-up documentation? Should there be a standard way to document informal screening?

- "Yes"
- "Letters of recommendation prior to apprenticing (e.g. from Laubach affiliated agency)"

What would a screening tool look like? What questions would it include? Would it include different methods to demonstrate skills? What methods would make sense?

- "Point system"
- "Informal -assessment of skills exhibited in tutoring and council activities that suggest the individual has basic skills"
- "Prioritized requirements"

In order to become an apprentice trainer you must have 40 hours of tutoring experience. Is 40 hours of tutoring enough? Should the minimum be higher?

- the purpose of apprenticeship is to acquire the minimum skills.

How does screening really happen now?

- At a basic workshop, a new tutor with obvious facilitation skills may be approached by the trainer about becoming a trainer in the future.
- The need for trainers in the geographic area often factors into whether potential trainers are approached.
- Some organizations make registration as an apprentice trainer or trainer a job requirement.



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Task #2: Identify where you think (e.g. what required segment) a tutor acquires the skills listed, in the basic workshop. Describe how the learner demonstrates or could demonstrate the skills.

Skill #	Skill	Description or example of demonstration of learning
1.	LITERACY SKILLS	<ul style="list-style-type: none">✓ Filling out tutor data forms✓ Reading out loud✓ Written test or assignments✓ Practice of Each One Teach One* (EOTO) Method✓ Completion of Sample Lesson Plan✓ Observation trainee during the teaching of phonics (Skill Book Segments)✓ Observation of trainee during the practice teaching of the "Whole Language" approach✓ Interview prior to workshop✓ A written paragraph on tutor application form (e.g. why they want to be a tutor or volunteer/what they have to offer).✓ Self assessment/self screening of literacy skills to see if they have the necessary literacy skills✓ Written check-up at the end of the workshop✓ Need pre-assessment procedure
2.	USE OF DOCUMENTS	<ul style="list-style-type: none">✓ Completion of a Tutor Data form✓ Skillbook 1 question sheets✓ Completion of Workshop Evaluation
3.	ORAL COMMUNICATION	<ul style="list-style-type: none">✓ Ice breaker activity✓ EOTO✓ Small Group EOTO✓ Deliver verbal feedback during EOTO✓ Ensure recognition of learning styles, concentration levels, etc., during EOTO (e.g. may need to move to a different location to cut down on noise)



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4.	WORKING WITH OTHERS	<ul style="list-style-type: none">✓ Small group- writing for your student✓ Group discussion
5.	CONTINUOUS LEARNING	<ul style="list-style-type: none">✓ Testing/check-up during the workshop (use a similar methodology to LWR series)
6.	CREATIVE THINKING	<ul style="list-style-type: none">✓ Writing for your student✓ Developing a sample lesson plan
7.	ANALYTICAL SKILLS	<ul style="list-style-type: none">✓ Identifying and comparing the differences between Laubach Way to Reading Skill books
8.	JOB TASK PLANNING & ORGANIZING	<ul style="list-style-type: none">✓ Lesson planning✓ Reading for Living✓ Creating real life activities and demonstrations
15.	DEVELOP AN INSIGHT INTO THE PROBLEMS OF ILLITERACY	<ul style="list-style-type: none">✓ Ameruss (Sensitivity activities)✓ Videos✓ Having an adult literacy student attend a workshop as a guest speaker/interviewee

*Each One Teach One (EOTO) is the premise upon which the Laubach system is built. It refers to the method of one person teaching another person in a one-to-one setting.



Focus Group 2

The results from the first focus group formed the basis of the presentation and discussion at the "Preparing Committed, Confident and Competent Volunteers" workshop on October 20, 2001 during the LLO "A Celebration of Literacy Volunteers Conference". Appendix B contains the resources utilized to facilitate this session.

The unanswered question from the first focus group was the key focus. The group was asked to consider the two key questions with additional sub-questions. The discussions from this session are outlined in the chart below.

How should the concepts of "learning outcomes" and "goal-directed assessment" be incorporated into the basic workshop?

	Learning Outcomes	Goal Directed Assessment
How would you define each term?	-What the student wants to get out of their learning experience. "Chunks of learning" overall - Use accepted definitions (from Laubach and MTCU)	-Breaks goals into smaller segments, which can be measured and evaluated more frequently. -Use accepted definitions (from Laubach and MTCU)
What method(s)/ techniques would you use to present the concepts?	-Suzy Harris manual (Learning Outcomes module) -Methods of learning outcomes and supporting skills fill in gaps. -The coordinator presents the topic – and it is also mentioned throughout the workshop	-Continuous process -Talk about each and give examples. -The coordinator presents the topic – the topic should also be integrated throughout the workshop
How long	-Intro 10-15 minutes and	-15 minutes



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should each topic take to present?	then throughout workshop in 20 minute segments – 1 hour overall. -At least an hour. Follow-up meeting every 12 sessions	-At least an hour. Follow-up meeting every 12 sessions
Where would you place the segment in the workshop schedule?	-See first point above. - should be introduced in the first half day and also in the training plan section	-Throughout the session
How should a tutor demonstrate learning of each concept?	-Use a case study or fictitious learner and have the tutor fill in the skills the students to learn (practical experience).	-Practice lesson plan in workshop.

It was also suggested that there should be a column on the evaluation where the trainee can indicate if they want more training.



Partnership with LLC

In response to the changing needs of its diverse membership, Laubach Literacy of Canada (LLC) has also been working to enhance its training system.

In January of 2002, staff members from LLO attended the training and certification committee meeting of LLC.

The Training and Certification Committee consists of a Training Officer from each province. It meets twice a year (January and June) to discuss training materials, new ideas and designs and deal with questions and problems as they arise. This committee also approves the applications for trainer certification and decides if they are accepted or not.

To ensure all applications for trainer certification are carefully reviewed, at least two members of the Training and Certification Committee check each application. The reason we are so careful about the training that is done is because we want consistently high standards of training across the country. This committee came into being in 1988.

During this meeting, there was extensive discussion about reviewing and potentially implementing the "Training By Design" system developed in the U.S. by Laubach Literacy Action (now called ProLiteracy Worldwide). At this meeting LLO, in conjunction with provincial training officers from across Canada drafted a framework for a more flexible training delivery system, which still maintained the quality standards that Laubach has always insisted upon. Over the next several months, using research from phase 1, the feedback from the first two consultations, feedback from the pilot sites, the draft framework and the currently known available resources, LLO filled in the framework.



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At the June 2002 LLC training and certification meeting LLO presented the framework the work it had done on the training system. It became clear that much of the development work that needed to be done nationally by LLC for the "Laubach Enhanced Training System" (LETS) had already been done provincially by LLO through phase 2 of the Practitioner Training Strategy project. The two organizations decided to officially form a partnership to move the initiative forward. A national strategy that encompasses Ontario provincial requirements eliminates the need for a multi-levelled certification system in Ontario.

As part of the partnership plan with LLC, the project coordinator of the Practitioner Training Strategy Project and LLO Training Coordinator are acting as support staff for the national training project as well. Throughout Phase 3 the draft strategy will be reviewed and field-tested in Ontario as well as across Canada. As part of the national initiative, complementary revisions to the trainer certification process are also being developed.

The new workshop guidelines are designed to allow more time for the inclusion of topics such as:

- ✓ learning disabilities,
- ✓ numeracy,
- ✓ learning outcomes,
- ✓ demonstrations,
- ✓ portfolio development and
- ✓ training plans, etc.,

while still complying with the quality the existing national standards espouse.

The guidelines provide organizations more flexibility in developing and delivering tutor training that meets local needs while continuing to emphasize the provision of quality training.



THE DRAFT TRAINING STRATEGY

The draft training strategy consists of six key areas of training that every practitioner needs to complete prior to receiving national Laubach certification.

The key areas are:

- 1. Orientation**
- 2. Causes of Illiteracy/ Sensitivity to the Adult Non-Reader**
- 3. Adult Learning Styles/Introduction to Learning Disabilities**
- 4. Lesson Planning/Goal setting/Learning Outcomes/Training Plans**
- 5. Life Skills/Transferable Skills/Ongoing Assessment**
- 6. Laubach Way to Reading Overview**

The areas are described fully in the charts that follow. For the purposes of comparison, the old workshop segments and minimum times are listed in the first column. The second column identifies the new key component and the minimum time that must be spent. The next column outlines draft learning outcomes that the component addresses. The last column gives a description of topics that must or may be included. The minimum necessary skills identified in phase 1 are listed also listed in the last column. Therefore if any of the minimum skills are absent, the strategy shows where they can be acquired and demonstrated by the tutor during training. Each section is followed by a brief explanation and a list of suggested resources that can be utilized to develop and deliver the component area. Resources identified in Phase 2 include manuals, videos and web-based media.



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Section 1: Orientation

Current Standard Workshop Segments	Laubach Enhance Training System Standards Adapted to LLO's Practitioner Training Strategy		Description
	Component	Outcomes	
<ul style="list-style-type: none"> • Orientation • Laubach Literacy Organization <p>Minimum Time: 25 minutes</p>	<p>Orientation</p> <p>Minimum Time: 30 minutes</p>	<p>At the end of this component the trainees will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be aware of the workshop objectives <input type="checkbox"/> Understand the "each one teach one" philosophy <input type="checkbox"/> Be aware of the life of Frank Laubach and his work in the Philippines <input type="checkbox"/> Understand that literacy is a tool through which community education, social reform, and local development can take place <input type="checkbox"/> Be familiar with the LLC mission statement <input type="checkbox"/> Understand the various ways that LLC supports its members <input type="checkbox"/> Be aware of the client groups that they will be working with <input type="checkbox"/> Be aware of all the support services provided by the local council, Laubach Literacy Ontario and the Ministry of Training Colleges and Universities <input type="checkbox"/> Understand the commitment expected by the council 	<p>Must include:</p> <ul style="list-style-type: none"> ▪ Laubach organization ▪ Local perspective ▪ Orientation to Tutoring <p>This can be done in a pre-workshop orientation session or within the workshop. However, the time spent outside of the formal workshop must be properly documented.</p> <p>Minimum necessary skill(s) addressed: Skill 1: Literacy Skills Skill 2: Use of Documents</p>

Some Suggested Resources:

1. **Literacy Trainer Handbook, Canadian Edition**
Laubach Literacy Canada, (1992, attachments added June 2000).
2. **Tutor Workshop Handbook**
Laubach Literacy Ontario, (revised 2002)



3. Entry to Exit

Laubach Literacy Ontario (1999)

Specifically:

- ✓ Chapter 4 Training (Match and Support)

4. Frontier College Tutor's Handbook

Frontier College Press (1997)

5. Teaching Adults A Literacy Resource Book

Laubach Literacy Action, Published by New Readers Press (1994)

6. Training By Design Literacy Workshop Presentations 1

Laubach Literacy Action, Published by New Readers Press (1994)

Specifically:

- ✓ Literacy Workshop Presentation A – Opening the Workshop
- ✓ Literacy Workshop Presentation B – The Organizations

Discussion:

Many of the topics covered under this section can be addressed during “pre-workshop” orientation. Because this can vary from council to council, the training team and the council coordinator must ensure that the information they are delivering is coordinated and that the tutors receive all of the necessary information. Phase 2 developments included both a tutor screening/recruitment tool and a trainer screening/recruitment tool (see Appendix C). The tutor screen was field tested in conjunction with a trainer recruitment session held at LLO’s Conference in October 2002.

Recommendations for Phase 3

- ⇒ Field-test tutor recruitment/screening tool developed in Phase 2.
- ⇒ Develop best practice “matching process” explanation.
- ⇒ Identify Sample Tutoring and Confidentiality agreements.
- ⇒ Develop a standard documentation tool with a checklist that identifies topic areas covered and total time spent in pre-orientation sessions.



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Section 2: Causes of Illiteracy/Sensitivity to the Adult Non-Reader

Current Standard Workshop Segments	Laubach Enhance Training System Standards Adapted to LLO's Practitioner Training Strategy		Description
	Component	Outcomes	
<ul style="list-style-type: none"> • Problems of Illiteracy • Sensitivity • Ameruss <p>Minimum Time: 50 minutes</p>	<p>Section 2</p> <p>Causes of Illiteracy / Sensitivity to the Adult Non-Reader</p> <p>Minimum Time: 1 hour</p>	<p>At the end of this component the trainees will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the extent of illiteracy in terms of national and local figures <input type="checkbox"/> Be aware of some of the causes and effects of illiteracy <input type="checkbox"/> Understand the difference between illiterate and functional illiterate <input type="checkbox"/> Be aware of some of the common characteristics of adult learners <input type="checkbox"/> Understand some principles of teaching adult non-readers <input type="checkbox"/> Be able to distinguish between "content focus" and "student focus" 	<p>Must include:</p> <ul style="list-style-type: none"> ▪ Impact on society and the individual <p>Simulation activities; e.g. Ameruss, printing Ameruss, video (e.g. F.A.T. City, Bluffing It, TBD "the Literacy Challenge" or others), statistics, etc.</p> <hr/> <p>Minimum necessary skill(s) addressed: Skill 15: Develop an insight into the problem of illiteracy</p>

Some Suggested Resources:

- 1. Literacy Trainer Handbook, Canadian Edition**
Laubach Literacy Canada, (1992, attachments added June 2000).
- 2. Tutor Workshop Handbook**
Laubach Literacy Ontario, (revised 2002)
- 3. Frontier College Tutor's Handbook**
Frontier College Press (1997)
- 4. Handbook for Literacy Tutors**
Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999).
Specifically:
 - ✓ Overview of Literacy
 - ✓ Learners and Tutors
 - ✓ Introduction to Literacy and Numeracy
- 5. Teaching Adults A Literacy Resource Book**



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Laubach Literacy Action, Published by New Readers Press (1994)

6. Training By Design Literacy Workshop Presentations 1

Laubach Literacy Action, Published by New Readers Press (1994)

Specifically:

- ✓ Literacy Workshop Presentation C -The Adult Learners

7. Training By Design Videos

Laubach Literacy Action, Published by New Readers Press (1994)

Specifically:

- ✓ Adults As Learners
- ✓ The Literacy Challenge

8. "Bluffing It" Video

Nabisco Corporation

9. Trainingpost Website www.trainingpost.org

Hosted by Laubach Literacy Ontario

Specifically:

- ✓ Adult Learning Principles

Discussion:

A sensitivity/statistics module was developed and field-tested during Phase 2.

Updated statistics should be readily available to ensure that the information being given to tutors is current and accurate.

Recommendations for Phase 3:

- ⇒ Post updated module on LLO website.
- ⇒ Create a link on the LLO website to ensure that tutors and trainers have easy access to up-to-date statistical information regarding the problem of illiteracy.



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Section 3: Adult Learner / Learning Styles / Introduction to Learning Disabilities

Current Standard Workshop Segments	Laubach Enhance Training System Standards Adapted to LLO's Practitioner Training Strategy Component	Outcomes	Description
Current standard segment same as in section 2.	<p>Section 3</p> <p>Adult learner / learning styles / introduction to learning disabilities</p> <p>Minimum Time: 2 hours</p>	<p>At the end of this component the trainees will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be aware of typical adult learning styles <input type="checkbox"/> Be able to describe some common learning disabilities 	<p>Must include:</p> <ul style="list-style-type: none"> ▪ Characteristics and principles of teaching an adult learner <p>May include:</p> <ul style="list-style-type: none"> • Learning Styles Inventories (can be done as homework – still counts) ▪ guest speaker ▪ discussion ▪ small group activities ▪ information on specific cultural groups
			<p>Minimum necessary skill(s): Skill 7: Analytical Skills</p>

Some Suggested Resources:

1. **Literacy Trainer Handbook, Canadian Edition**
Laubach Literacy Canada, (1992, attachments added June 2000).
2. **Tutor Workshop Handbook**
Laubach Literacy Ontario, (revised 2002)
3. **Building Bridges Laubach Small Group Model**
Laubach Literacy Ontario (February 2002)
Specifically:
 - ✓ Part 2: Running a Small Group (Learning Styles, Learning Disabilities-Teaching Suggestions)



- 4. Destination Literacy: Identifying and Teaching Adults with Learning Disabilities**
Learning Disabilities Association of Canada (1999)
- 5. Entry to Exit**
Laubach Literacy Ontario (1999)
Specifically:
 - ✓ Chapter 2: Intake and Initial Assessment (Learning Styles, Learning Strengths and Learning Challenges)
- 6. Frontier College Tutor's Handbook**
Frontier College Press (1997)
- 7. Handbook for Literacy Tutors**
Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999).
Specifically:
 - ✓ Accessibility Issues
 - ✓ General Instructional Strategies
 - ✓ Appendix B: Learning Styles
- 8. Suzy Harris Manual**
Laubach Literacy Ontario (updated 2002)
Specifically:
 - ✓ Learning Disabilities Seminar (Complete seminar/supplementary workshop)
 - ✓ Assessing Learning Difficulties (Complete seminar/supplementary workshop)
- 9. Taking the Mystique Out of Learning Disabilities**
Laubach Literacy Canada (revised edition, November 2000)
- 10. Teaching Adults A Literacy Resource Book**
Laubach Literacy Action, Published by New Readers Press (1994)
- 11. Trainingpost Website www.trainingpost.org**
Hosted by Laubach Literacy Ontario
Specifically:
 - ✓ Learning Styles



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Discussion:

Literacy practitioners have indicated an increasing awareness of learning disabilities among adult learners. LLO believes that it is important to give tutors some basic training around different types of learning disabilities and to ensure that they have continued access to information and resources. Currently there is a Learning Disabilities Seminar and an Assessing Learning Difficulties Seminar available in LLO's Suzy Harris Manual.

Recommendations for Phase 3

- ⇒ Link with the Learning Disabilities project currently underway at Literacy Link South Central.
- ⇒ Identification of current Learning Disability resources in a variety of media types
- ⇒ Create links to Learning Disability resources on LLO's Trainingpost website



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**Section 4: Lesson Planning / Goal Setting / Learning Outcomes /
Training Plans**

Current Standard Workshop Segments	Laubach Enhance Training System Standards Adapted to LLO's Practitioner Training Strategy		
	Component	Outcomes	Description
<ul style="list-style-type: none"> Lesson Planning <p>Minimum Time: 25 minutes</p>	<p>Section 4</p> <p>Lesson planning / goals / learning outcomes / training plans</p> <p>Minimum Time: 1 hour</p>	<p>At the end of this component the trainees will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand how to facilitate the goal setting process for a student <input type="checkbox"/> Be able to create a lesson plans tailored to individual student needs <input type="checkbox"/> Understand the importance of keeping a record of the student's progress 	<p>Must include:</p> <ul style="list-style-type: none"> Goal setting Lesson planning Learning outcomes Training plans <hr/> <p>Minimum necessary skill(s) addressed: Skill 6: Creative Thinking Skill 7: Analytical Thinking Skill 8: Job Task Planning and Organizing</p>

Some Suggested Resources:

1. **Literacy Trainer Handbook, Canadian Edition**
Laubach Literacy Canada, (1992, attachments added June 2000).
2. **Tutor Workshop Handbook**
Laubach Literacy Ontario, (revised 2002)
3. **Building Bridges Laubach Small Group Model**
Laubach Literacy Ontario (February 2002)
Specifically:
 - ✓ Part 2: Running a Small Group (Lesson Planning, Training Plans)
4. **Entry to Exit**
Laubach Literacy Ontario (1999)
Specifically:
 - ✓ Chapter 2: Intake and Initial Assessment (Setting Goals)
 - ✓ Chapter 3: Training Plan Development
5. **Frontier College Tutor's Handbook**
Frontier College Press (1997)



- 6. Goal Requirements Handbook pathways to success**
Toronto District School Board (September 2000)
- 7. Goal Setting for Learners**
- 8. Handbook for Literacy Tutors**
Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999).
Specifically:
 - ✓ General Instructional Strategies
 - ✓ Appendix F: Learning Outcomes: Reading and Writing Levels
- 9. Suzy Harris Manual**
Laubach Literacy Ontario (updated 2002)
Specifically:
 - ✓ Learning Outcomes Seminar (Complete seminar/supplementary workshop)
- 10. Teaching Adults A Literacy Resource Book**
Laubach Literacy Action, Published by New Readers Press (1994)
- 11. Training By Design Literacy Workshop Presentations 2**
Laubach Literacy Action, Published by New Readers Press (1994)
Specifically:
 - ✓ Literacy Workshop Presentation G Planning (G-1 Goal Setting, G-3 Lesson Planning)
- 12. Trainingpost Website www.trainingpost.org**
Hosted by Laubach Literacy Ontario
Specifically:
 - ✓ Goal Setting for Students
 - ✓ Simplifying Existing Materials
 - ✓ Developing a Lesson Plan
 - ✓ Gunning Fog Index



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Discussion:

The basic tutor-training workshop has always emphasized the importance of individualized goal setting for learners and stressed lesson planning that is learner centred. The draft training strategy also incorporates the concepts of learning outcomes and more specifically developing training plans that are learner centred.

Recommendations for Phase 3

- ⇒ Post the Learning Outcomes Module developed on LLO's Trainingpost website
- ⇒ Update Tutor Handbook to ensure resources adequately support this component of the workshop



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Section 5: Life skills / transferable skills / on-going assessment

Current Standard Workshop Segments	Laubach Enhance Training System Standards Adapted to LLO's Practitioner Training Strategy		
	Component	Outcomes	Description
<ul style="list-style-type: none"> • Two supplementary methods • Reading for Living • Language Experience <p>Minimum Time: 60 minutes</p>	<p>Section 5</p> <p>Life skills / transferable skills / on-going assessment</p> <p>Minimum Time: 1½ hours</p>	<p>At the end of this component the trainees will:</p> <ul style="list-style-type: none"> ❑ Be aware of the reading for living material in the skill books ❑ Be able to adapt and supplement reading for living materials in response to individual student needs ❑ Be able to plan a language experience activity tailored to an individual student's needs ❑ Be aware of several other supplementary teaching methods 	<p>Must include</p> <ul style="list-style-type: none"> ▪ Demonstrations ▪ Portfolio development <p>May include:</p> <ul style="list-style-type: none"> ▪ Supplementary material ▪ Reading for Living ▪ Student writing ▪ Numeracy – Practical/everyday math ▪ Supplementary techniques <p>Minimum necessary skill(s) addressed: Skill 9: Decision Making Skill 13: Finding Information</p>

Some Suggested Resources:

1. **Literacy Trainer Handbook, Canadian Edition**
Laubach Literacy Canada, (1992, attachments added June 2000).
2. **Tutor Workshop Handbook**
Laubach Literacy Ontario, (revised 2002)
3. **Building Bridges Laubach Small Group Model**
Laubach Literacy Ontario (February 2002)
Specifically:
✓ Part 2: Running a Small Group (Portfolio Development)
4. **Entry to Exit**
Laubach Literacy Ontario (1999)
Specifically:
✓ Chapter 5: Ongoing Assessment
5. **Frontier College Tutor's Handbook**
Frontier College Press (1997)



6. Handbook for Literacy Tutors

Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999).

Specifically:

- ✓ General Instructional Strategies
- ✓ Teaching Reading
- ✓ Teaching Writing
- ✓ Teaching Numeracy

7. Linking Demonstrations with Laubach

Laubach Literacy Ontario (March 2000)

8. Suzy Harris Manual

Laubach Literacy Ontario (updated 2002)

Specifically:

- ✓ Assisted Free Writing (Complete seminar/supplementary workshop)
- ✓ Math Seminar (Complete seminar/supplementary workshop)
- ✓ Assessment of Progress Seminar (Complete seminar/supplementary workshop)
- ✓ Spelling Seminar (Complete seminar/supplementary workshop)
- ✓ Learning Outcomes Seminar (Complete seminar/supplementary workshop)

9. Teaching Adults A Literacy Resource Book

Laubach Literacy Action, Published by New Readers Press (1994)

10. Training By Design Literacy Workshop Presentations 1 & 2

Laubach Literacy Action, Published by New Readers Press (1994)

Specifically:

- ✓ Literacy Workshop Presentation D Teaching Reading
- ✓ Literacy Workshop Presentation E Teaching Writing
- ✓ Literacy Workshop Presentation F Materials
- ✓ Literacy Workshop Presentation G Planning (G-2 Learner Assessment)

11. Training By Design Videos

Laubach Literacy Action, Published by New Readers Press (1994)

Specifically:

- ✓ Reading for Meaning
- ✓ Word Recognition
- ✓ The Writing Process
- ✓ Speech Sounds/Language Experience



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12. Trainingpost Website www.trainingpost.org

Hosted by Laubach Literacy Ontario

Specifically:

- ✓ Duet Reading
- ✓ Cloze Exercise
- ✓ Assisted Free Writing

Discussion:

One topic area that did not have an abundance of resources was numeracy. A numeracy workshop was developed by LLO and field tested in 2002 at LLO annual conference. LLO developed a set of model demonstrations that also link to Laubach curriculum in 2000. Training materials encompassing learning outcomes are available in the supplementary Suzy Harris Manual.

Recommendations for Phase 3

- ✓ Create a link to the demonstrations Ontario website from LLO's Trainingpost website.



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Section 6: Laubach Way to Reading

Current Standard Workshop Segments	Laubach Enhance Training System Standards Adapted to LLO's Practitioner Training Strategy		Description
	Component	Outcomes	
<ul style="list-style-type: none"> • LWR Series Overview • LWR Teaching Methods • Each one Teach One Practice (EOTO) • Review and Reinforcement <p>Minimum Time: 3 ½ hours</p>	<p>Section 6</p> <p>Laubach Way to Reading</p> <p>Minimum Time: 1 hour</p>	<p>At the end of this component the trainees will:</p> <ul style="list-style-type: none"> ❑ Understand the purpose of the series and be able to describe the unique manner in which it builds reading skills ❑ Be aware of all of the components of the series ❑ Be able to comfortably utilize the series in both traditional and alternative methods with a student 	<p>Must Include:</p> <ul style="list-style-type: none"> • Ladder of literacy • Series overview (method is trainer choice) • LWR series <p>May include other series such as Challenger or Voyager overview</p> <p>Minimum necessary skill(s) addressed: Skill 3: Oral Communication Skill 4: Working with Others Skill 5: Continuous Learning Skill 10: Significant Use of Memory Skill 11: Leadership Skills Skill 12: Problem Solving</p>

Some Suggested Resources:

1. **Literacy Trainer Handbook, Canadian Edition**
Laubach Literacy Canada, (1992. attachments added June 2000).
2. **Tutor Workshop Handbook**
Laubach Literacy Ontario, (revised 2002)
3. **Training By Design Literacy Workshop Presentations 2**
Laubach Literacy Action, Published by New Readers Press (1994)
Specifically:
 - ✓ Literacy Workshop Presentation H (Using the LWR Series)
4. **Training By Design Videos**
Laubach Literacy Action, Published by New Readers Press (1994)
Specifically:
 - ✓ Introduction to the Laubach Way to Reading Series 1
 - ✓ Introduction to the Laubach Way to Reading Series 2
 - ✓ Introduction to Challenger 1
 - ✓ Introduction to Challenger 2



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Discussion:

The training materials currently available and in use are very successful. The additional presentations and videos available in the Training By Design package ensure that trainers have a variety of media through which to present the curriculum and methods.

<p>Acronym Reference List:</p> <p>EOTO Each One Teach One</p> <p>LETS Laubach Enhanced Training System</p> <p>LLC Laubach Literacy of Canada</p> <p>LLO Laubach Literacy Ontario</p> <p>LTH Literacy Trainer Handbook</p> <p>PTO Provincial Training Officer</p> <p>TBD Training by Design</p>	<p style="text-align: center;">Workshop Guidelines Notes</p> <ul style="list-style-type: none"> □ These guidelines require that the trainers have 7 hours of mandatory components, but there is flexibility within each component. □ It is recommended that a numeracy segment be included in the workshop. □ The workshop MUST include 60 minutes of practice, 40 minutes of which must be EOTO. This is included within the minimum 7 hours. There is an additional 3-5 hours available (depending on total workshop duration) to ensure that tutors are prepared to address the needs of the local student population. □ It is recommended that the workshop is at least 12 (15 hours in Ontario) hours in duration. □ The remaining time can be filled with segments that speak to the individual needs of each council. For example – Challenger or Voyager may be more critical to the client group. The additional workshop segments may be taken from the Laubach LTH, the Training by Design presentations, LLO’s Suzy Harris Upgrading Manual, other tutor-training handbooks, other available trainer materials. <p style="text-align: center;">❖❖❖❖❖❖❖❖❖❖❖❖❖❖❖❖</p>
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Laubach Practitioner Training Strategy Phase 2 Final Report

Several councils in Ontario have been field-testing the new workshop guidelines. The new standards are also being tested nationally. Feedback has been favourable, as trainers and councils appreciate the improved standards and flexibility. "Best practice" sample workshop schedules will be collected and distributed as a Phase 3 deliverable.

The guidelines are also being reviewed by all of the active trainers and apprentice trainers in Canada (approximately 240) as well as all of LLO's member councils in Ontario. The results from this consultation will be used to finalize the draft guidelines. The guidelines will then be implemented during Phase 3 of the Practitioner Training Strategy. The survey developed for the national and provincial consultation has been appended to this report (see Appendix D).

Prior to its distribution, the survey was reviewed by the Provincial Training Officers from each of the provinces in Canada, LLC's training and certification committee and LLO's Provincial Training and Advisory Committee.

At LLO's annual conference in October 2002, two consultations were held on the new draft guidelines. The results from these consultations will be considered with the feedback received through the national and provincial consultation that is currently underway and will be included in the Phase 3 report

As part of the consultation process, survey recipients are being asked to identify other resources/materials that are available for use in a basic tutor-training workshop. These resources will be added to the draft list of "suggested resources" included in this report. In Phase 3 additional modules will be developed to complement currently available resources.



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Other General Recommendations for Phase 3

- ✓ Add a section on basic tutor workshop evaluation that allows new tutors to indicate what additional training they would like to access.
- ✓ Investigate the role of Prior Learning and Assessment in the Practitioner Training Process.
- ✓ Develop a generic "Volunteer Tutor Job Description".
- ✓ Develop a Basic Tutor Workshop "Training Plan" that can be utilized by tutors.
- ✓ Develop an assessment tool/checklist of skills that can be utilized by tutors completing the Basic Tutor Workshop.

NATIONAL QUALITY STANDARDS FOR LAUBACH COUNCILS

In addition to implementation of a new training system, LLC has developed, adopted (February 2000) and distributed the "National Quality Standards" to which all Laubach Councils must adhere. The quality standards speak to several critical issues including the necessity of a student centred program; the necessity of instruction being delivered by only certified Laubach trainers and requirements around governance council management and volunteer development. Although Laubach councils rely fundamentally on "volunteer" practitioners, they are expected to deliver a specified standard or quality services. If councils do not meet the criteria outlined, and cannot rectify their position, they can be disaffiliated. Relevant excerpts from LLC's quality standards can be reviewed in Appendix E.



PHASE 2 ACTIVITIES AND RESULTS BY OBJECTIVE

Objective #1

A more cohesive approach to adult literacy across the province that integrates a common understanding of learning outcomes and a goal-directed approach.

- ◆ Reviewed available Phase 1 reports from all other sectors and streams.
Conducted research on accreditation and training in similar agencies.
- ◆ Attended first MTCU meeting on September 24, 2001. Discussed next steps with sectors and streams represented at the meeting. Discussed core skills common to all streams and sectors as determined by Phase I research.
Presented LLO's phase II objectives to those present.
- ◆ Compiled skills found in all sector and stream documents and compared with the list developed at the September 24, 2001 meeting.
- ◆ Developed concept overviews and purposes statements for inclusion with modules.

Objective #2

Incorporate learning outcomes and goal-directed assessment into the minimum basic workshop.

- ◆ Reviewed the "Training by Design" package developed by Laubach Literacy Action.
- ◆ Field-tested video components of the "Training By Design" series at a tutor workshop.
- ◆ Reviewed the Equipped for the Future (EFF) initiative to create national standards and system reform (National Institute for Literacy NIFL).
- ◆ Reviewed all materials developed by LLO over the past 4 years.
- ◆ Reviewed a variety of other current tutor training resources.



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- ◆ Developed a list of available supplementary materials.
- ◆ Updated Learning Outcomes Seminar (developed by Connie Morgan) is now included in the Suzy Harris Manual.

Objective #3

To increase the quality of training offered in Laubach programs. This will include provincial standards, accreditation and recognition.

- ◆ Prepared and presented a workshop entitled "Preparing Committed, Confident and Competent Volunteers" on October 20, 2001 at the LLO "A Celebration of Literacy Volunteers Conference." Results of the discussions held during this workshop were used to determine guidelines for how volunteer tutors, tutor trainers, and student-tutor coordinators are screened or how should they be screened for the minimum transferable skills and/or qualifications; and how can volunteer tutors "demonstrate" learning at the basic workshop.
- ◆ Attended the "Prior Learning Assessment and Recognition" conference in Halifax, N.S. (October 28-31, 2001).
- ◆ Drafted and field-tested trainer screening/recruitment tool.
- ◆ Drafted tutor screening/recruitment tool.

Objective #4

Motivate further professional development by implementing a multi-levelled certification system.

- ◆ Drafted a second set of requirements that parallel the new TBD pilot guidelines that have been set by the national Laubach Literacy Canada Training and Certification Committee. The parallel requirements ensure that learning outcomes and a goal directed approach are included in the initial tutor training process.



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- ◆ Developed partnership with LLC and compiled requirements into one draft set of guidelines
- ◆ Reviewed feedback from initial pilot sites in Ontario
- ◆ Developed consultation package to be used nationally and provincially
- ◆ Consulted Provincial Training Officers from across Canada on draft guidelines and consultation process.
- ◆ Focus groups held at LLO Conference 2002 to determine the initial reaction of trainers and practitioners in Ontario.
- ◆ Consultation package distributed nationally (through LLC) and provincially (through LLO)

Objective #5

Encourage programs to increase minimum basic workshop to 15 hours (3 more than national standards).

- ◆ The parallel requirements will require at least two hours more than the national standard and will encourage a further hour. Sample schedules will be developed and reviewed in the field by trainers.



NEXT STEPS

Future Phase Goals

Phase 3 (2002/2003)

- Implement methods in each sector/stream.

Phase 4 (2003/2004)

- Monitor agencies in each sector/stream based on the agreed upon standard for practitioner training.

LLO's Phase 3 Deliverables as Outlined in Phase 3 Funding Proposal

1. Handbook (paper and CD format) which includes:

- Screening tools for minimum general transferable skills/qualifications for volunteer tutors, tutor-trainers, and student-tutor coordinators. This will include an outline of proper administration of the screening tools.
- Best practices for the integration of the learning outcomes/goal-directed approach into the Laubach basic tutor workshop.
- Best practices for demonstration of tutor learning at workshops.
- Best practice workshop schedules that incorporate the learning outcomes components.
- Best practice schedules with timelines for the provision of additional tutor professional development (post basic workshop).
- Create generic handbook segments that are downloadable from the LLO website by members.



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- 2. Project information sharing workshop plus focus group at October 2002 provincial conference. A similar workshop will also take place at the October 2003 conference.**
- 3. Peer review mechanism of additional professional development workshops (e.g. at annual PD events, on the LLO website)**
- 4. Provincial or national certifiable Laubach standards that integrate RALS.**
- 5. Two additional training modules available on the LLO website and in paper format that assist tutor trainers instructing on how to deliver a learning outcomes/goal-directed approach.**
- 6. Final report.**



Laubach Practitioner Training Strategy Phase 2 Final Report

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- ✓ Adults As Learners
 - ✓ The Literacy Challenge
 - ✓ Introduction to the Laubach Way to Reading Series 1
 - ✓ Introduction to the Laubach Way to Reading Series 2
 - ✓ Introduction to Challenger 1
 - ✓ Introduction to Challenger 2
 - ✓ Reading for Meaning
 - ✓ Word Recognition
 - ✓ The Writing Process
 - ✓ Speech Sounds/Language Experience
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Focus Group #1 Resources

General Transferable Skills

General transferable skills are used to describe the minimum qualifications of Laubach practitioners **depending on their role** and responsibilities within the Laubach organization. The following defines the four distinct roles of Laubach literacy practitioners for the purposes of skills charts.

Tutor	Potential volunteer tutor before training and certification
ATT	Apprentice tutor-trainer before training and certification
AST	Apprentice Supervising Trainer before training and certification
STC	Student Tutor Coordinator (paid staff)

COMPARISON CHARTS

1. MINIMUM GENERAL TRANSFERABLE SKILLS FOR LAUBACH PRACTITIONERS

Based on initial volunteer screening and prior to Laubach training

	Skills	Tutor	ATT	AST	STC
1.	LITERACY SKILLS	√	√	√	√
2.	USE OF DOCUMENTS	√	√	√	√
3.	ORAL COMMUNICATION	√	√	√	√
4.	WORKING WITH OTHERS	√	√	√	√
5.	CONTINUOUS LEARNING	√	√	√	√
6.	CREATIVE THINKING	√	√	√	√
7.	ANALYTICAL SKILLS	√	√	√	√
8.	JOB TASK PLANNING & ORGANIZING	√	√	√	√
9.	DECISION MAKING		√	√	√
10.	SIGNIFICANT USE OF MEMORY		√	√	√
11.	LEADERSHIP SKILLS			√	√
12.	PROBLEM SOLVING			√	√
13.	FINDING INFORMATION			√	√
14.	COMPUTER SKILLS				√



2. SKILLS ACQUIRED IN INITIAL TUTOR TRAINING WORKSHOP

Pre-requisite before tutoring, and before becoming an apprentice tutor-trainer
Recommended pre-requisite for new student-tutor coordinator

	Skills	Tutor	ATT	AST	STC
15.	DEVELOP AN INSIGHT INTO THE PROBLEMS OF ILLITERACY	√	√	√	√
6.	CREATIVE THINKING	√	√	√	√
7.	ANALYTICAL SKILLS	√	√	√	√
8.	JOB TASK PLANNING & ORGANIZING	√	√	√	√
9.	DECISION MAKING		√	√	√
10.	SIGNIFICANT USE OF MEMORY		√	√	√
11.	LEADERSHIP SKILLS			√	√
12.	PROBLEM SOLVING			√	√
13.	FINDING INFORMATION			√	√
14.	COMPUTER SKILLS				√

Transferable Skills Definitions

1. LITERACY SKILLS	<p>Reading Text refers to reading material that is in the form of sentences or paragraphs.</p> <p>Writing refers to doing tasks such as filling in forms, writing text and using computers to write (i.e. keyboarding).</p> <p>Numeracy refers to using numbers to perform basic operations, percentages, and fractions (e.g. estimating tasks such as handling cash, budgeting and measuring).</p>
2. USE OF DOCUMENTS	<p>Use of Documents refers to reading different types of material such as signs, lists, tables, graphs, diagrams including print and non-print media etc. Reading/interpreting and writing/completing/ producing of documents are involved.</p>
3. ORAL COMMUNICATION	<p>Oral Communication refers to using verbal skills to exchange ideas and information with others.</p>



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4. WORKING WITH OTHERS	Working With Others refers to doing tasks with partners or in a team (e.g. working cooperatively).
5. CONTINUOUS LEARNING	Continuous Learning refers to participation in an ongoing process of acquiring skills and knowledge.
6. CREATIVE THINKING	Creative Thinking as it applies to Job Task Planning and Organizing (i.e. the preparation and delivery of literacy instruction).
7. ANALYTICAL SKILLS	Analytical Skills refers to knowing how to problem solve, make decisions, plan and organize tasks, find information and make good use of memory.
8. JOB TASK PLANNING & ORGANIZING	Job Task Planning and Organizing refers to the extent to which the practitioners plan and organize their own tasks (e.g. self-management).
9. DECISION MAKING	Decision-making refers to making a choice among options.
10. SIGNIFICANT USE OF MEMORY	Significant Use of Memory refers to persons working in a particular occupation (e.g. subject matter expertise).
11. LEADERSHIP SKILLS	Leadership Skills involves a combination of problem-solving and decision-making skills (e.g. organizing people and events).
12. PROBLEM SOLVING	Problem Solving involves identifying problems and finding solutions to those problems.
13. FINDING INFORMATION	Finding Information involves using a variety of sources including text, people, computerized databases or information systems.
14. COMPUTER SKILLS	Computer Use involves working with computers, from entering information, to knowing software packages etc.
15. DEVELOP AN INSIGHT INTO THE PROBLEMS OF ILLITERACY	



Focus Group #1 Task: Small Group Brainstorming

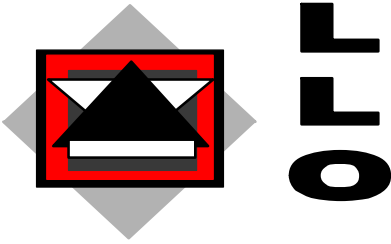
Question #1: How should apprentice trainers and trainers be screened for the additional minimum skills necessary to fill their respective roles?

Additional questions to consider:

- Should screening be conducted informally or formally?
- If it is done informally is there any back-up documentation? Should there be a standard way to document informal screening?
- What would a screening tool look like? What questions would it include? Would it include different methods to demonstrate skills? What methods would make sense?

Question #2: How can volunteer tutors demonstrate learning at a basic workshop.

Question #3: How should the concepts of "learning outcomes" and "goal-directed assessment" be incorporated into the basic workshop?



Preparing Committed, Confident and Competent Volunteers

Practitioner Training Strategy

Focus Group Instructions

As a group please discuss the following question. There are several “sub-questions” in the chart below to aid in the discussion. Please fill in the chart and/or make notes on the back of the page. Do not feel limited by the space provided or the guiding questions!

How should the concepts of “learning outcomes” and “goal-directed assessment” be incorporated into the basic workshop?

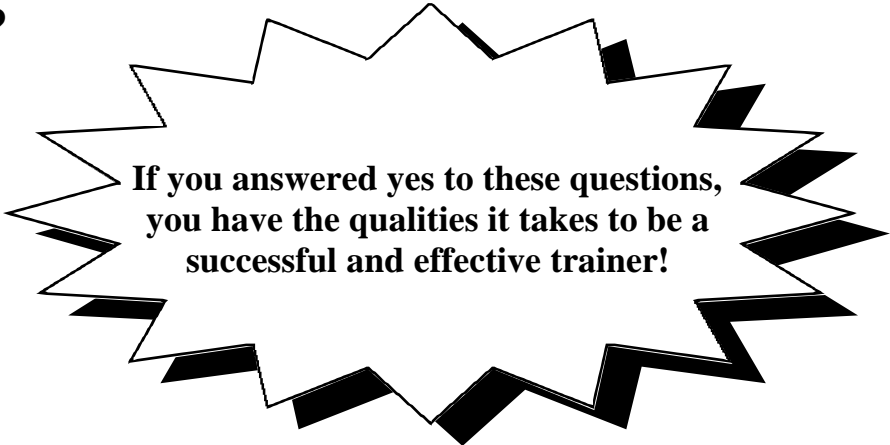
	Learning Outcomes	Goal Directed Assessment
How would you define each term?		
What method(s)/ techniques would you use to present the concepts?		
How long should each topic take to present?		
Where would you place the segment in the workshop schedule?		
How should a tutor demonstrate learning of each concept?		



Becoming a Certified Laubach Trainer

(Do You)

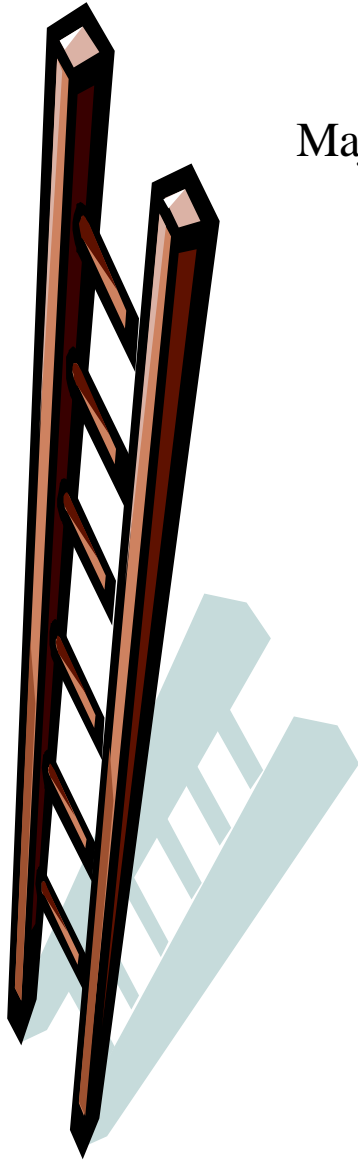
- Have an interest in increasing your knowledge of adult literacy issues and teaching techniques?
- Demonstrate respect and sensitivity?
- Have a personal commitment to helping adults learn to read and write and to training tutors?
- Feel that you would be open to change and growth in the training process and in interpersonal relationships?
- Demonstrate organization and flexibility?
- Smile and remember not to take yourself too seriously?
- Like to work cooperatively with other workshop team members?



**If you answered yes to these questions,
you have the qualities it takes to be a
successful and effective trainer!**



You don't become a trainer automatically. Instead, you work through an apprenticeship program. During your apprenticeship you are supported by a supervising trainer who is there to answer all of your questions and concerns. The rest of the information you need to succeed is contained in the "Trainer Handbook" which you receive when you begin your apprenticeship.



Major Steps in Becoming a Certified Trainer

1. In order to register as an Apprentice Trainer, you need to be working towards becoming a Senior Tutor. A certified Senior Tutor has completed 40 hours of tutoring an English-speaking student. To obtain your Trainer Certification you must obtain your Senior Tutor Certificate plus tutor an additional 20 hours-this must include tutoring in the Laubach Way to Reading Series.
2. Read and be very familiar with your Literacy Trainer Handbook.
3. Observe a complete workshop and take notes.
4. Assist in a minimum of six basic literacy tutor workshops. Over the course of time, you must present each mandatory segment satisfactorily at least once. You need to participate in pre-workshop planning and post-workshop evaluation at least once with a team. You must act as the lead trainer in one of the workshops you assist at.
5. Attend an LLC-approved trainer workshop (12 hour minimum).
6. Do two of the following:
 - a. Rehearse three key workshop presentations with your supervising trainer prior to presenting them at a workshop.
 - b. Read from the list of literacy related books provided for in your Trainer Handbook.
 - c. Attend trainer related courses at LLC/LLO conferences.
7. Submit your completed application package which is then approved by the National Training and Certification Committee.

If you are interested in becoming a trainer let your local Literacy Council know. They can put you in touch with the Provincial Training Co-ordinator who will in turn match you with a Supervising Trainer.

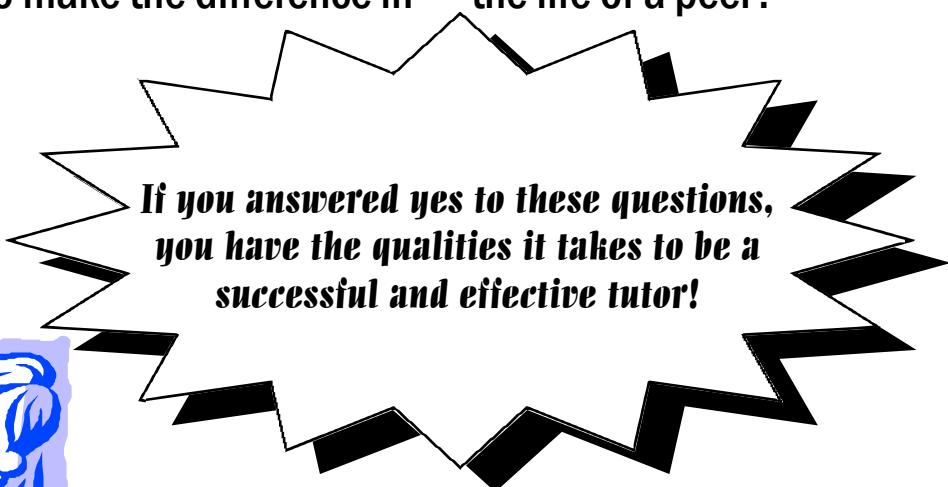


Laubach Literacy Ontario
591 Lancaster Street West, Unit # 4
Kitchener, Ontario N2K 1M5
Tel: (519) 743-3309 Fax: (519) 743-7520
Websites: www.trainingpost.org
www.laubach-on.ca
E-mail: literacy@laubach-on.ca



Becoming a Certified (Do You) Laubach Tutor

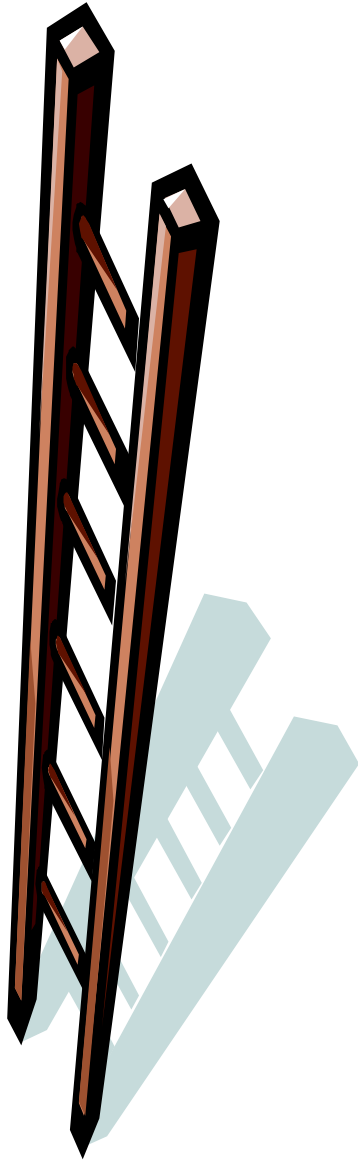
- ❑ Have good literacy skills?
- ❑ Have a good understanding of how to read and interpret variety of documents and texts?
- ❑ Have good communication skills?
- ❑ Enjoy working with others?
- ❑ Enjoy the learning process yourself?
- ❑ Have the ability to be think creatively?
- ❑ Have the ability to analyse the world around you?
- ❑ Have the ability to plan and organize?
- ❑ Want to make the difference in the life of a peer?



***If you answered yes to these questions,
you have the qualities it takes to be a
successful and effective tutor!***



You don't become a tutor automatically. You must complete a Laubach Basic Tutor Training Workshop. Training is delivered by certified Laubach trainers who are there to guide you through a variety of topical areas and answer all of your questions and concerns. You will be given a "Tutor Handbook" during your basic training workshop with information and tools. After you become a certified trainer you will be matched with a student or group of students. You will have the support and guidance of the staff at your local literacy council and the opportunity for ongoing training workshops.



What steps do I take to become a certified Laubach Tutor?

1. Contact your local literacy council to learn more about becoming a tutor. They can tell you about how the council runs, what they expect from a tutor and what ongoing training and support they will provide for you.
2. Sign up for a basic tutor training workshop. During the workshop, which is typically 12-15 hours in length, you will cover six key component areas to help prepare you to tutor adults:

- Orientation
- Causes of Illiteracy / Sensitivity to Adult Non-Reader
- The Adult learner / Learning Styles / Introduction to Learning Disabilities
- Lesson planning / Goal-setting / Learning Outcomes / Training plans
- Life skills / Transferable skills / On-going assessment
- Laubach Way to Reading Overview

3. Once you have completed the workshop successfully, you will be presented with a certificate. Your certification is recorded in the national Laubach Literacy of Canada database.
4. You will then be matched with a single student or group of students depending on the model used at your local council and your level of comfort.
5. You can begin the rewarding experience of changing the life of an adult by helping towards their learning goals.

If you are interested in becoming a tutor let your local Literacy Council know. They can tell you more about the what is involved and when the next basic workshop is scheduled.



Laubach Literacy Ontario
591 Lancaster Street West, Unit # 4
Kitchener, Ontario N2K 1M5
Tel: (519) 743-3309 Fax: (519) 743-7520
Websites: www.trainingpost.org
www.laubach-on.ca
E-mail: literacy@laubach-on.ca



Appendix D
Laubach Practitioner Training Strategy
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We need your help. Please review the enclosed guidelines, preferably with members of your training team including the student-tutor coordinator.

**Fill out the attached survey forms and return them to LLC
by November 15, 2002.**

October 16, 2002

Dear Trainer/Apprenticing Trainer,

In response to trainer survey results dating as far back as January 2001, Laubach Literacy of Canada (LLC) is in the process of developing draft guidelines for an alternative basic literacy tutor workshop. Trainers have indicated that the existing basic literacy tutor workshop needs to be more flexible to allow the inclusion of other relevant adult learning materials while still maintaining quality standards.

Over the past several months the National Training and Certification (T&C) Committee has reviewed other training systems such as the "Training by Design" materials developed by Laubach Literacy Action (United States). You may have heard it being discussed under a variety of different acronyms such as:

- TBD (Training by Design),
- TFT (Training for Today, or Training for Tomorrow), or
- LTS (Laubach Training System).

The T&C Committee has developed a set of *draft guidelines* for an *alternative workshop* that we are currently referring to as the **Laubach Enhanced Training System (LETS)**. This proposed *alternative workshop* currently being considered would allow trainers to present a more flexible workshop in keeping with nationally accepted workshop standards.

As was done with the standards currently in place, the next step is to consult with Laubach trainers across Canada about the changes to the standards for both the basic tutor workshop and the trainer certification process. All active trainers are receiving this consultation package with information on the concept, the draft guidelines and questions for consideration. The Provincial Training Officer (PTO) in each province will consult with the trainers by various means, including focus groups, phone, e-mail, etc.

The *draft guidelines* for the *alternative workshop* create national LLC requirements with greater flexibility. The intent of this *alternative workshop* is to allow trainers to draw from other sources and learning materials to enhance the training they are providing. The *alternative workshop* will allow you, the trainer, to use your expertise and be responsive to the training needs of a particular group while still maintaining LLC standards. As you will see from the enclosed comparison chart, the segments from the current Literacy Trainer Handbook have been aligned with the new "Key Components" of the proposed *alternative workshop*. The materials we currently use are good, they work and you are familiar with them. They are still important and critical to our training. However, you will now have the opportunity to draw from other sources and materials and enhance the training you are providing.

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Appendix D
Laubach Practitioner Training Strategy
Phase 2 Final Report

Because most of the work that needs to be done to develop and later implement the revised training system nationally is already being done provincially in Ontario, it was decided that LLC will partner with Laubach Literacy Ontario (LLO) to move this initiative forward. This partnership will allow LLC to utilize staff and resources at LLO to support the development and implementation of the proposed *alternative workshop*.

LLC is seeking your input. We have enclosed the draft guidelines of the *alternative workshop* for you to review, a two-part survey questionnaire for your comments, and a list of Frequently Asked Questions (FAQs). All active trainers and apprenticing trainers in Canada are receiving this consultation package.

Thank you for taking the time to review the consultation package and filling out the survey. Your input is invaluable.

Sincerely,

Lana Faessler and Members of LLC's Training and Certification Committee
Chair, Training and Certification Committee



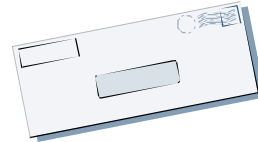
Laubach Enhanced Training System - Trainer Consultation Survey

Please answer the questions in Part 1. Attach an additional page if required. In Part 2, please indicate whether you agree or disagree with the alternative workshop guideline mandatory inclusions. If you have any comments regarding the outcomes, please include them in the space provided under the appropriate proposed key component. Please list training resources you currently use or are aware of. A complete list of resources mentioned in the returned surveys will be compiled and provided to all trainers.

The proposed new "key components" and their descriptions are not necessarily presented in order. You would present them in the order that makes sense to your training team and in accordance with local needs.

Please return the completed survey by November 15, 2002 to:

Laubach Literacy of Canada in the envelope provided.



Contact Information

Name(s): _____ Prov.: _____

Council Affiliation: _____

Telephone: _____

Email: _____

Part 1

1. Do you agree with the name "Laubach Enhanced Training System" (LETS)?

YES _____ NO _____

Do you have another suggestion? Do we need a name?

_____ .../ →



Appendix D
Laubach Practitioner Training Strategy
Phase 2 Final Report

Laubach Literacy of Canada

Fax: 450-248-7054

Trainer Consultation Survey

2. Do you agree with the new key component areas that have been identified? Are there other areas that should be identified?

3. Would you feel comfortable developing a workshop that fits these guidelines? Why or why not?

4. Would you like to be involved in the piloting of the guidelines for your province?

YES _____

NO _____

5. Are there any changes or modifications you would like to see in any aspect of the trainer certification process?



Part 2: Comparison Chart

Section 1						
Current Workshop Segments	Alternative Workshop Key Component	Description			Comments	Other Resources I would suggest or am aware of on this topic
<ul style="list-style-type: none"> • Orientation • Laubach Literacy Organization <p>Minimum Time: 25 minutes</p>	Orientation	Must include:	Agree	Disagree		
		1.1 Laubach organization				
		1.2 Local perspective				
		1.3 Orientation to Tutoring				What other resources or materials (that relate to this component) would you like to have access to?
		1.4 This can be done in a pre-workshop orientation session or within the workshop. However, the time spent outside of the formal workshop must be properly documented.				
		1.5 Minimum Time: 30 minutes				

1.6 Additional Comments/Suggestions for this Key Component (e.g. regarding the outcomes listed in the comparison chart):



Part 2: Comparison Chart

Section 2	Alternative Workshop Key Component	Description	Agree	Disagree	Comments	Other Resources I would suggest or am aware of on this topic
<ul style="list-style-type: none"> Problems of Illiteracy Sensitivity Ameruss <p>Minimum Time: 50 minutes</p>	Causes of Illiteracy / Sensitivity to Adult Non-Reader	Must include:				
		2.1 Impact on society and the individual				
		2.2 Simulation activities; e.g. Ameruss, printing Ameruss, video (e.g. F.A.T. City, Bluffing It, TBD "the Literacy Challenge" or others), statistics, etc.				
		2.3 Minimum Time: 1 hour				What other resources or materials (that relate to this component) would you like to have access to?

2.4 Additional Comments/Suggestions for this Key Component (e.g. regarding the outcomes listed in the comparison chart):



Part 2: Comparison Chart

Section 3	Alternative Workshop Key Component	Description	Agree	Disagree	Comments	Other Resources I would suggest or am aware of on this topic
	Adult learner / learning styles / introduction to learning disabilities	Must include:				
		3.1 Characteristics and principles of teaching an adult learner				
		May include:				
		3.2 Learning Styles Inventories (can be done as homework – still counts)				What other resources or materials (that relate to this component) would you like to have access to?
		3.3 Guest speaker				
		3.4 Discussion				
		3.5 Small group activities				
		3.6 Information on specific cultural groups				
	3.7 Minimum Time: 2 hours					

3.8 Additional Comments/Suggestions for this Key Component (e.g. regarding the outcomes listed in the comparison chart):



Part 2: Comparison Chart

Section 4 Current Workshop Segments	Alternative Workshop Key Component	Description	Agree	Disagree	Comments	Other Resources I would suggest or am aware of on this topic
<ul style="list-style-type: none"> • Lesson Planning Minimum Time: 25 minutes	Lesson planning/ goals / learning outcomes / training plans	Must include:				
		4.1 Goal setting				
		4.2 Lesson planning				
		May include:				
		4.3 Learning outcomes				What other resources or materials (that relate to this component) would you like to have access to?
		4.4 Training plans				
4.5 Minimum Time: 1 hour						

4.6 Additional Comments/Suggestions for this Key Component (e.g. regarding the outcomes listed in the comparison chart):



Part 2: Comparison Chart

Section 5 Current Workshop Segments	Alternative Workshop Key Component	Description	Agree	Disagree	Comments	Other Resources I would suggest or am aware of on this topic
2 of the following supplementary methods: <ul style="list-style-type: none"> ➤ Cloze ➤ Duet Reading ➤ Sight Words ➤ Student Writing ➤ Word Families ➤ Writing for your student • Reading for Living • Language Experience Minimum Time: 60 minutes	Life skills / transferable skills / on-going assessment	May include:				
		5.1 Supplementary material				
		5.2 Reading for Living				
		5.3 Demonstrations				What other resources or materials (that relate to this component) would you like to have access to?
		5.4 Portfolio development				
		5.5 Student writing				
		5.6 Numeracy – Practical/everyday math				
		5.7 Supplementary techniques				
		5.8 Minimum Time: 1½ hours				

5.9 Additional Comments/Suggestions for this Key Component (e.g. regarding the outcomes listed in the comparison chart):



Part 2: Comparison Chart

Section 6 Current Workshop Segments	Alternative Workshop Key Component	Description	Agree	Disagree	Comments	Other Resources I would suggest or am aware of on this topic
<ul style="list-style-type: none"> • LWR Series Overview • LWR Teaching Methods • Each one Teach One Practice (EOTO) • Review and Reinforcement <p>Minimum Time: 3 ½ hours</p>	Laubach Way to Reading	Must include:				
		6.1 Ladder of literacy				
		6.2 Series overview (method is trainer's choice)				
		6.3 LWR series				What other resources or materials (that relate to this component) would you like to have access to?
		6.4 Minimum Time: 1 hour				

6.5 Additional Comments/Suggestions for this Key Component (e.g. regarding the outcomes listed in the comparison chart):



Workshop Guidelines Notes

Acronym Reference List:

EOTO

Each One Teach One

LETS

Laubach Enhanced Training System

LLC

Laubach Literacy of Canada

LLO

Laubach Literacy Ontario

LTH

Literacy Trainer Handbook

PTO

Provincial Training Officer

TBD

Training by Design

- ❑ **These guidelines require that the trainers have 7 hours of mandatory components, but there is flexibility within each component.**
- ❑ **It is recommended that a numeracy segment be included in the workshop.**
- ❑ **The workshop MUST include 60 minutes of practice, 40 minutes of which must be EOTO. This is included within the minimum 7 hours.**
- ❑ **The remaining time can be filled with segments that speak to the individual needs of each council. For example – Challenger or Voyager may be more critical to the client group. There is an additional 3-5 hours available (depending on total workshop duration) to ensure that tutors are prepared to address the needs of the local student population.**
- ❑ **The additional workshop segments may be taken from the Laubach LTH, the Training by Design presentations, LLO's Suzy Harris Upgrading Manual, other tutor-training handbooks, other available trainer materials.**
- ❑ **It is recommended that the workshop is at least 12 (15 hours in Ontario) hours in duration.**





Laubach Enhanced Training System (LETS)
Trainer Consultation

Frequently Asked Questions

1. Will I still be able to use the segments in the Literacy Trainer Handbook (LTH)?

Of course! The workshop segments in the LTH have been tested over time and we know they work. They are a very valuable resource. The chart outlining LETS includes a column to show how the old standards mesh with the new guidelines.

2. How does this affect apprentice trainers?

Until the new guidelines have been adopted nationally, the apprenticing program will remain the same. This means that apprentices will still be required to complete current standard segments satisfactorily. This should not create a problem – the standard segments from the LTH can still be used in a workshop. The Supervising Trainer will just need to ensure that the standard segments an apprentice is presenting are scheduled during the workshop.

3. How do I know if alternate materials chosen are appropriate?

This is where your expertise as a trainer comes in. Trainers are very skilled and knowledgeable. The materials chosen must fit within the criteria, but it is up to the discretion of the trainer whether or not they are appropriate. A pre-workshop planning meeting with your training team is recommended at which time the needs of the council can be discussed, and materials or methods appropriate to the student population can be selected. If you still aren't sure, check with your Provincial Training Officer (PTO).

4. Where do I find other materials?

Through the survey process, we are hoping to develop a list of materials recommended by trainers. Through the partnership with LLO additional modules and materials developed will also be made available to all trainers. One example of a currently available resource is the Suzy Harris Manual. There are also many materials for sale in the LLC catalogue. In addition, you will be able to develop your own materials that are relevant to your client group. For example, the South Essex Community Council would include a segment on Mexican Mennonite culture, as that is their target population.

5. How can I get a copy of the Laubach Literacy Action's "Training by Design" materials if I want to use them?

Each PTO and/or Field Services Coordinator has access to a copy of the "Training by Design" materials. Contact them if you would like to borrow the materials. (See reverse for contact information.)

6. When can I start using LETS?

If you and your local council are interested in piloting LETS, contact your PTO.

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Provincial Training Officer & Training Coordinator

Contact Information

Provincial Training Officer:

Bev Clarke

3021 Avondale Court,
Windsor, ON N9E 1X4

Email: bevclark@mnsi.net

Tel.: 519-966-3408

Fax: 519-966-0062

Training Coordinator:

Stephanie Hobbs

Box 2069
Walkerton, ON N0G 2V0

Email: sahobbs@bmts.com

Tel.: 519-881-2523

Fax: 519-881-2663



Excerpts from the National Quality Standards for Laubach Councils
Produced and distributed by Laubach Literacy of Canada
February 8, 2000

Preamble:

National Quality Standards for Laubach Councils is your assurance that your council will enjoy the benefits of being affiliated with Laubach Literacy of Canada and give you credibility in the field of ongoing education.

In 1998, LLC began a process to develop a set of national quality standards for Laubach literacy councils. The development process involved a review of existing quality standards and guidelines for literacy programming. It also incorporated feedback from Laubach councils, provincial and national leadership. Laubach Literacy Action (LLA) guidelines were used as a starting point.

The challenge in developing national standards was to produce a document that reflects the uniqueness of each council while maintaining quality. It is recognized that in some remote areas council membership will be small and some members may be responsible for more than one area.

3. PROGRAM OPERATIONS

A. Curriculum

A council's curriculum should:

- ✓ Be primarily Laubach-based.
- ✓ Address the needs of a variety of students.
- ✓ Match the council's objectives and students' goals, needs and interests.
- ✓ Address the transfer needs of students who plan to continue their education.

B. Instruction

A council's instruction should:

- ✓ Involve Laubach-trained tutors.
- ✓ Be student centred.
- ✓ Reflect a multi-faceted approach that includes an active role for students.
- ✓ Address a variety of learning styles.

C. Instructional Materials

A council's instructional materials should:

- ✓ Include Laubach materials.
- ✓ Address the diverse needs of students.
- ✓ Incorporate a variety of formats and contexts, including different types of technology (where possible).



- ✓ Address the student's learning goals.
- ✓ Include enrichment materials to supplement standard program materials.

D. Community Support Services

Students often have needs that require support from community services and agencies. To address these needs, a council should be able to:

- ✓ Identify appropriate community services that can address student's social service needs.
- ✓ Refer students to community agencies as appropriate.

5. VOLUNTEER DEVELOPMENT

A. Volunteer Recruitment

A council's activities should:

- ✓ Identify potential volunteers.
- ✓ Develop strategies for reaching the volunteers.
- ✓ Use varied approaches to recruit appropriate volunteers.
- ✓ Include a process to determine the number of volunteers that can reasonably participate.
- ✓ Determine when additional resources are needed to meet the council's needs.

B. Training for Tutoring and Non-tutoring Volunteers

A council should have:

- ✓ An orientation and initial screening process for volunteers.
- ✓ A structured training program, mainly Laubach that follows the guidelines set by Laubach Literacy of Canada for effective tutor workshops.
- ✓ A process for assessing the training needs of volunteers.
- ✓ In-service training opportunities for volunteers.
- ✓ A process for monitoring tutors' instructional activities and for providing constructive feedback to tutors regarding their performance.
- ✓ A process for training and monitoring the performance of volunteers who perform non-tutor functions in a program.
- ✓ A process for monitoring the effectiveness of training.

C. Volunteer Management

A program should have:

- ✓ A process for recording training activities in which volunteers participate.
- ✓ A communications network for disseminating information to volunteers.
- ✓ A formal recognition process for volunteers.
- ✓ Written job descriptions for all volunteers.