This final performance report for the Brooklyn Public Library Literacy Program begins with a section that provides quantitative data. The next section compares actual accomplishments to project objectives for fiscal year 1992 in the following areas: (1) redevelopment of the tutor training, including redesign or addition of the writing process, group instruction approaches, whole language, roleplay, and observation elements of the training model; (2) upgrading of trainers through pre- and post-training meetings and participation in staff development seminars; (3) conversion to group instruction; (4) new tutor orientations; and (5) the establishment of student and tutor databases. Proposed and actual expenditures are compared. Activities undertaken, the role of the library, and agencies and organizations involved are described. Facilities used are listed, and the impact of the project on the ongoing literacy program is discussed. Attachments include trainees' hand-written comments on tutor training sessions, a student record form, and a volunteer information record form. (MES)
Brooklyn Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program
FINAL PERFORMANCE REPORT
FY 1992
Brooklyn Public Library
Grand Army Plaza
B'klyn, NY 11238
(718)-780-7819

Report prepared by: Susan K. O'Connor, Director of Literacy Program
Deborah K. Ruth, Education Coordinator

Grant number: R 167A 20397

Amount awarded: $34,890.00 Entire amount expended.

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?
   - under 10,000
   - between 10,000 - 25,000
   - between 25,000 - 50,000
   - between 50,000 - 100,000
   - between 100,000-200,000
   - over 200,000

2. What type of project was this? (Check as many as applicable)
   - Recruitment
   - Retention
   - Space Renovation
   - Coalition Building
   - Public Awareness
   - Training
   - Rural Oriented
   - Basic Literacy
   - Collection Development
   - Tutoring
   - Computer Assisted
   - Other Technology
   - Employment Oriented
   - Intergenerational/Family
   - English as a Second Language (ESL)
   - Other (describe) Setting up database

3. Did you target a particular population? (Check as many as applicable)
   - Homeless
   - Hearing Impaired
   - Visually Impaired
   - Learning Disabled
   - Mentally Disabled
   - Workforce/Workplace
   - Homebound
   - Seniors/Older Citizens
   - Migrant Workers
   - Indian Tribes
   - Intergenerational/Families
   - English as a Second Language
   - Inmates of Correctional Institutions
   - Other (describe) Adults, over age 17, who read below a 5th grade level.

4. If this project involved tutoring, what tutoring method was used?
   - Laubach
   - LVA
   - Michigan Method
   - Orton-Gillingham
   - Other (describe) Whole Language Orientation
5. If this project involved tutoring, how was it provided? (check as many as applicable)

___ one-on-one tutoring  ___ small group instruction
___ classroom instruction

6. (a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured?  ___ yes  ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6. (b) If this project involved tutoring, were qualitative outcomes of student progress documented?  ___ yes  ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

In this project, the students were volunteer tutors. Tutors were observed by staff, took part in practice sessions and produced journals that were monitored.

We will attach journal entries.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography  ___ resource directory
___ curriculum guide  ___ evaluation report
___ training manual  ___ survey
___ public relations audiovisual  ___ newsletter(s)
___ training audiovisual  ___ other (describe)
___ recruitment brochure

*As part of the evolution of our training model, we are no longer using the training manual. We are now providing volunteers with copies of the professional readings, to which they can refer.
8. During the course of this project:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult learners served</td>
<td>900</td>
</tr>
<tr>
<td>Received direct tutoring service</td>
<td>730</td>
</tr>
<tr>
<td>Direct tutoring service hours</td>
<td>14,832</td>
</tr>
<tr>
<td>New volunteer tutors trained</td>
<td>94</td>
</tr>
<tr>
<td>Additional training for current volunteer tutors</td>
<td>25</td>
</tr>
<tr>
<td>Total volunteer tutors involved</td>
<td>119</td>
</tr>
<tr>
<td>Non-tutor volunteers recruited</td>
<td>15</td>
</tr>
<tr>
<td>Service hours provided by non-tutors</td>
<td>300 minimum</td>
</tr>
<tr>
<td>Librarians oriented to literacy methods, materials, and students</td>
<td>2</td>
</tr>
<tr>
<td>Trainers of tutors trained</td>
<td>5</td>
</tr>
</tbody>
</table>

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken — e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.
Part III: Narrative Report

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

TUTOR TRAINING

I. **Objective 1.** During the fiscal year, 119 tutors were trained in nine tutor training workshops and writing seminars. Although this number is not as high as originally planned for it did meet the program needs for the year. The writing seminars are intensive training offerings that provide tutors with opportunities to explore their own writing process while developing effective facilitation techniques that can be utilized tutoring multilevel writing groups.

II. **Objective 2. Redevelopment of the Tutor Training.** As the Literacy Program concomitantly developed practices reflecting a whole language philosophy, shifted into small group instruction, and focused on writing process as an important part of instruction, it became necessary to redevelop the tutor training. Under this grant we accomplished the following:

   a. **Writing Process.** The Writing Process module changed significantly over the course of the year. It was repositioned into the beginning of the training to communicate its importance. We also enlarged it from a 90 minute presentation to 4 1/2 hours distributed over three training sessions. The time was lengthened to accommodate development of a rough draft, revision and editing of tutor generated writing. Tutors must experience the model in order to "buy into" it, and understand how to facilitate
skills is an important skill in this process. We also incorporated a training video and observations. The following comments from tutor journals indicate that the training changes were effective:

--"I learned that sometimes you can have a better understanding of your own writing by listening to what is reflected back to you. Once I read out loud what I had written and it was paraphrased back to me, it made sense."

--"Then we changed partners and the second person said there were two short sentences in the article that could be described more. I went home and revised that section and realized they were absolutely correct. It was interesting in having two different opinions. Again the workshop session was very well done and I came away having a lot more information than when I started out."

b. Conversion To Group instruction. Conversion to group instruction mandated reconsideration of the entire training. The trainees were organized into their own learning groups. In this way the volunteer tutors experienced the impact of group dynamics on learning and the importance of shared information. Group instructional approaches were woven into the training demonstrations and materials. Tutors had these comments to make in their journals about working together:

--"I learned that everyone always has so much to share from his or her experiences, and in a non-threatening environment."

--"I recognized something in me that I need to modify. When I worked with my partner I found my desire to be supportive at times didn't allow for much talking and elaboration by him as he might have done, if I was silent and didn't go on talking as much as I did."

c. Whole language Training. We reevaluated the training model and realized that it was still very much a bottom-up linear model that taught tutor techniques as separate discrete skills. The training had consisted of many short activities designed to teach appropriate behaviors that we measured through observation. Since research
indicates that reading and writing are mutually supportive and disconnecting them would disconnect the entire communication process, we dropped many of the short modules and opted to spend more significant time exploring the connections between three key parts: writing, the language experience approach and guided (silent) reading. Lesson planning, which had been a separate module positioned toward the end of the training was also woven throughout.

--"I expected that we, as tutors, would be inundated with materials, articles and yes even some type of testing mechanism, much like the comprehensive tests we grew up on...Instead opinions are valued, involvement is encouraged and learners ideas are not right or wrong, but simply different approaches. Throughout these sessions, I've reflected time and again that if such methods had been employed decades ago, we might not have such an extensive literacy problem."

d. Roleplay. We also reexamined the roleplay, which was traditionally placed at the end of the training as a test that tutors would "pass", or "fail". We acknowledged that the skills tutors were developing were complex and needed to develop over time. Learning how to guide students through reading or writing a text in an empowering way is a skill that takes practice within a real learning context. The roleplay changed in focus and became a tool for tutors to learn, practice and ask questions. It provided trainers with a chance to observe those on target and those in need of further instruction.

e. Observation. Another accomplishment was the addition of an observation period for the tutors during and after the training. We helped tutors to develop observation as a powerful tool, to notice the interaction between learners and tutors, and form their own beliefs about what worked. The following comments from tutor journals show that this happened:

--"No amount of imagining or roleplaying can substitute the valuable learning that occurs with watching."
--I observed in one of the groups that the students became very bored and frustrated because it seemed to be little communication between the students and the tutor.

--"After Thursday's (observation) session, I feel that I have more understanding and empathy toward the non-reader. The observation time gave us an opportunity to see tutors and learners at work. Someone at our table made the comment that the workshop was better than being at college."

**III. Objective 3. Upgrading Trainers.** The trainers were informed of all changes and actively upgraded their skills through pre and post training meetings and participation in the programwide staff development. At the pre-training meetings trainers discussed the upcoming agenda and decided on who would present the models. The post training meetings were significant because they provided trainers with time to discuss the problems and concerns raised in the training and trouble shoot ways of dealing with them. The changes discussed under Objective II evolved from these meetings.

Trainers were also invited to participate in an enriched staff development seminar that was mandated for all full-time staff. Staff met once a month on Friday mornings to discuss articles and participate in one of three projects: 1) new technologies, 2) the tutor training manual and 3) small group instruction. As staff worked in small groups they realized the value of small group learning and sharing. The projects allowed for a much deeper exploration and understanding of issues.

**IV. Objective 4. Conversion to group instruction.** The support and effort of the training helped us to convert all five of our learning centers to group instruction.

**V. Objective 5. Hold New Tutor Orientations.** New tutor orientations were designed to decrease the drop out rate of tutors who complete the training but decide not to tutor, while also acting as a screening device to select out people who are inappropriate for our program. The ultimate objective is to have a higher success rate of new tutors who understand and use our methods and complete their tutoring commitment.
Orientation sessions were held on 11 occasions. Approximately 215 people attended these orientations. We have observed a marked decrease in problem individuals who are not appropriate for our program.
DATABASE ESTABLISHMENT

Recognizing that in order to evaluate our program's efficacy we would need to establish norms of comparisons and hard figures, we sought this grant to provide us with funds to establish appropriate databases. With the grant proposal we submitted, we had an attachment (Attachment A) that represented the information we would seek from our student population. However, the decision was made to join a computerized Adult Literacy database in NYC known as A.L.I.E.S. The acronym represents Adult Literacy Information and Evaluation System. As a result of this alliance that is managed by the New York Adult Literacy Initiative and contracted through the Literacy Assistance Center, we used the grant money to hire staff to re-interview the students using the standard Individual Student Record Form, attached in the appendix.

As part and parcel of this joining with the City University, Board of Education, community based agencies and New York Public Library in data collection efforts, we had to hire someone to manage the data collection, learn the program, educate staff and do the actual data entry. We used the grant monies for this express purpose. We could not have managed without it. It is difficult to communicate the enormous amount of work that was generated by this project. Of course, we hope to benefit from the prodigious amount of statistics available. Some accessible statistics are: the ethnicity of the population, immigrant status, employment information, the number of school children, population categories, etc. We can access statistics programwide and for specific learning centers. We can also access citywide statistics.

We hired a consultant to formulate a tutor database. We have attached a sample in the appendix. It is clear that the Brooklyn Public Library Literacy Program is embracing and exploring technology. We use it to facilitate the learning of reading and writing and we are using it to evaluate the effectiveness of our program.
2. Provide a comparison between proposed and actual expenditures by budget category, i.e. personnel, travel, materials, etc.

We spent the entire $34,890 on Personnel. The money allocated for postage and travel between learning centers was absorbed and paid for by the Library.
3. Provide, as appropriate, specific details as to the activities undertaken—e.g. if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

Tutor Training

1. **Pre Training Meetings.** At pretraining meetings the workshop presentations were divided among the trainers and the upcoming agenda was discussed.
   - October 7, 1992
   - January 12, 1993
   - May 26, 1993

2. **Post Training Meetings.** The following topics were discussed at the post training meetings:
   - **December 4, 1993**
     - Managing journal writing, incorporating group instruction into training, dealing with writing concerns, omitting short modules.
   - **February 19, 1993**
     - The impact of whole language on reading, writing process, reevaluation of the roleplay, developing active listening, effective responding and observation as important facilitation skills, student evaluations.
   - **July 6, 1993**
     - Impact of observation, the roleplay, weaving lesson planning through training and expanding writing process.

3. **Other Training Meetings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30, 1993</td>
<td>Philosophy of program, active facilitation techniques, what tutors need to know to be good tutors.</td>
</tr>
<tr>
<td>December 11, 1993</td>
<td>Development of writing and using observation.</td>
</tr>
<tr>
<td>January 15, 1993</td>
<td>Journals, writing, active facilitation techniques.</td>
</tr>
<tr>
<td>January 29, 1993</td>
<td>Reading, roleplay, evaluating trainees.</td>
</tr>
<tr>
<td>March 12, 1993</td>
<td>Observation and journals.</td>
</tr>
</tbody>
</table>

4. **Staff Development Meetings.** Trainees participated in staff development practicum with the full-time professional staff. Staff met to discuss articles and develop projects.
   - October 23, 1992
   - November 20, 1992
   - December 18, 1992
   - March 5, 1993
   - April 2, 1993
   - May 7, 1993
4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

The Brooklyn Public Library Literacy Program is an integral part of library services. The Director reports to the Chief of Branch Administration and meets on an equal footing with the other coordinators and staff directly under her supervision. Thus the Library is involved through consultation in every aspect of service provision to the adult learner population. Input is sought to establish that the Literacy program fulfills the mission of the library in provision of the best possible service to all constituents in the borough of Brooklyn. In its mission to provide lifelong learning services, the Brooklyn Public Library embraces adult new readers as it would new readers of any age.

All staff are employees of the Brooklyn Public Library, while some have just worked in the Literacy Program, others have transferred from branch assignments. The staff at the five centers enjoy close working relationships with the other staff. This is truly a library program. We are constantly evolving our tutor training and as such are not affiliated with any other organization other than the library. We are not an affiliate or Laubach or LVA. The library's full resources are our resources and we receive support ranging from custodial to security to allocations of space whenever feasible.

As a result of this relationship and the commitment of the Administrative staff, all goals and objectives accomplished through the provision of this grant are accomplishments of the Brooklyn Public Library.
5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning for the literacy program. Describe the nature of their role.

The Literacy Assistance Center, 15 Dutch St. 4th Floor, New York, N.Y. 10038 provided technical assistance and the software necessary to access the A.L.I.E.S. program. Our staff visited the site many times, took part in numerous staff development activities and they in turn had a staff member come to the Library to train our staff.

Our staff was trained in interviewing students using the Individual Student Record Form, the proper way to fill it out. The specially hired staff member was thoroughly trained in all aspects of the computer program. Their assistance is on-going and thoroughly supportive. There is no charge for this service.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

   Brooklyn Public Library
   1. Central Learning Center
      Grand Army Plaza
      Brooklyn, NY 11238
   2. Bedford Adult Learning Center
      496 Franklin Ave.
      Brooklyn, NY 11238
   3. Coney Island Adult Learning Center
      1901 Mermaid Ave.
      Brooklyn, N.Y. 11224
   4. Eastern Parkway Adult Learning Center
      1044 Eastern Parkway
      Brooklyn, N.Y. 11213
   5. Williamsburgh Adult Learning Center
      240 Division Ave.
      Brooklyn, N.Y. 11211

7. Describe the impact of the Federal project on the ongoing program of the grantee.

   The Federal project has a tremendous impact on our program. It allows us
to strive for excellence through change. The positive changes that evolve through the use of tutor trainers and their freedom to fine tune and evaluate the volunteer tutors benefit the adult new readers and tutors already in place.

In the past, it was our perception that the rest of the Literacy community in New York City did not take the library literacy program seriously. We were considered an adjunct to the real service delivery of the schools. This grant enabled us to join them in A.L.I.E.S. and as a result of our meetings with other agencies and agency heads, the quality reflected in the Brooklyn Public Library's Literacy Program was able to shine through the misperceptions. Our willingness and ability to commit time and funds to the joint project signalled a serious educational commitment of the Library to education.
The first session was different from what I expected because of the emphasis on "active learning." I definitely got the point that it is better to learn through experiencing rather than just being given a bunch of information to read. I also felt the emphasis on the importance of writing to clarify your thoughts, vent frustrations, etc. was helpful -- writing is such an important tool to personal growth.

I feel I learned some valuable information from working in the small groups also. When I have my own students, some will be active and some will be passive. I think I have some ideas on how to bring out the passive learners. I am concerned, though, with how to "tone down" the overactive student who perhaps doesn't listen well or jumps in too soon and interrupts others.
The video on writing groups was really helpful. I have a better understanding of what the students' skills will be, and it was also interesting to observe the tutor as she handled each person uniquely. The technique we discussed for responding to writing makes sense to me, although it obviously is hard to not get into long discussions about people's writings after they read them. I found with my partner that it was tempting to give too much advice as the listener, and to get "defensive" as the writer. I think we have to be especially sensitive not to overload the students with comments, and know that we must try to make a little progress each time. Also,
we cannot criticize too much or in a negative way because this could discourage someone.

Molly

06/15/98

I'm glad that you've really thought about your experiences in our workshops. Trust yourself to handle your interactive students as easily as you handle your passive ones. You know what you're talking about when you refer to techniques, temptations, and reactions, and I am confident that you will carry your knowledge into your teaching.

-- Mark
Seeing actual tutor groups was great - it gave me a way to actually visualize what my group might be like. Also, I now feel more assured that I can be a good tutor and will really enjoy doing it.
The tutor I observed was very good. The group seemed very comfortable together, and she was able to tease them and challenge them to think for themselves. I saw very clearly the need for patience - it is tempting to want to give the student the answer, but it is critical to wait until they at least make an attempt to answer. Also, I think, as a tutor
I will learn to balance how much new information to give out each session and making sure each person learns something. With active learning, lots of questions and side issues/conversation may arise, but it is important to stay focused on accomplishing the lesson plan, too.

6/14 Today's video on reading was interesting - the emphasis on getting the learner involved in drawing his/her own conclusions is critical. It helped to spend some time in the learner library to see it at tree
are lots of choices for learners. I liked the suggestion made to alternate what the group reads based on different people's choices - this way, the group can go over books together, yet still keep everyone interested. I think it is important for me to encourage my students to take the lead and plan their goals and what progress they would like to make in class. They need to feel the learning process is in their control, and I am a facilitator to help them achieve their goals.
JUNE 8.

Today was the first day of training, and I found it to be fun and very engrossing. It's clear to me that the library is really interested in cultivating minds, because of the supportive and nurturing environment they create.

I was fascinated by the idea of incorporating the person with the literacy experience. I thought that could be reading chosen materials with the student, and now we can see that will be approaching the teaching from a variety of angles.

JUNE 10. →
Last night Nola and I read our writings to each other. I was suddenly struck by the enormity of evaluating someone's words, which are really the personal thoughts. I recalled what my writing teacher had been going through in past years.

Nola had written about problems she had with academic writing (getting her thoughts straight, the Bibliography, etc.) vs. the ease with which she writes personally, i.e., letters, memos, etc.

I assume that I'll be helping my student with structure — topic sentence following...

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concluding sentence—as well as form. I do not intend to analyze thoughts, but to encourage optimal expression (what is the best way you can think of to say what you want to say?)

The task may be difficult, but I think it will be easier to gauge when I meet my student.

I read your Synergy newsletter and agree with the principle of not marking the student’s papers. I remember the outrage once felt when a painting teacher of mine picked up my paint brush and put a stroke of bright pink...
JUNE 15

Today was interesting for me. I got to observe a first-rate tutor who was guiding her four participants toward taking the GED exam. This woman amazed me because she was so full of good humor and high spirits. There was nothing defeatist in her attitude.

She had a battery of reading materials for the students to take home, and none of them complained. From her I learned that pushing the homework is not only acceptable but necessary when speaking of progress in the long term.
on the face of my self-portrait.
I am not a pink! The painting
suddenly became lost to me.
I think the training will prove
to be invaluable for painters
such as this.

Sally -- 06/16/93
I felt the same as you the first
time I had to evaluate someone's
writing in a training session. In addition,
while no one ever painted a self-portrait
of mine with a stroke of bright pink,
I understood your sense of outrage
and loss. Strong, honest reactions like
these are the best teachers. It is clear
that you are learning a lot during our
workshops, and I wish you the best when
you finish your training and meet these students.

Thanks Mark!

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I really like the way she communicated her confidence in her students and her enthusiasm for their own development. On the other hand, since I'm a professional copy editor, I couldn't help but feel that she could have gone into more depth about language. For example, one man, Louis, asked why it was "Miles an hour," not "miles and hour." The tutor tried to get him to read for sense, but I would've explained that the article "an" is used with silent consonants and vowels. "Hour" has a silent "h," so "an" fills in the consonant sound for fluidity.
of sound. I know that when I give a technical answer my students might not understand, but I intend to simplify only after I have given the best answer to a question. I think that there is room for my approach too. I promise not to smother my students in technical jargon.

Oh! One of the things that the tutor stressed was reading comprehension. She wanted the students to understand and retain what they read, not just to recognize the words on the page. This seems very important!

BEST COPY AVAILABLE
JUNE 16

I was glad to be given the chance to explore the books tonight. Everything was labeled according to general topic on the shelf, but because most of the books have no bindings and you can't tell what their titles are from browsing, it was good to pull them out and look at them.

Will I be given similar information about all of my students before I start working with them? I plan to tutor at the main branch, does that mean I'll be in a one-on-one session with a single student? That type of
Learning experience might be best dynamic for the student.

I was especially pleased to see the newsletter for new readers, which had boiled down news stories to make them more accessible. We've been thinking about discussing news stories, and the newsletter will provide a good source for them.

I wanted you to know that I really enjoy the training sessions. They're a lot of fun, and I like the supportive and nurturing environment the program is trying to create.

BEST COPY AVAILABLE
My small group - great!

Enthusiastic and concerned, all of whom are great listeners.

I am concerned that requiring that we remain with the same group through out the training session may stifle us. We could gain a wealth of experience by encountering those different from ourselves - different ages, sexes, races, backgrounds. The more encounters the better. But I can see how this "constant" situation might simulate the tutoring experience more closely.

I found the exercise of writing then listening to our partner read
their essay very beneficial. It reinforced some listening skills I had steeped away. I might have been analyzing too much, though. I tried rooting out the “deeper meaning” and did not concentrate on the structure of the writing as with equal attention. What ratio would you apply here?

BEST COPY AVAILABLE
The responding exercises were extremely helpful. It made me aware of the importance of listening to the reader carefully. The re-reading point that Sara made — don't be afraid to ask for a repeat of sections or all of the piece. I felt that eased the pressure of getting all the points I needed to make after just the initial read. The discussion (of revision) contained effective tips, things that I hadn't thought of. Actually the complete reverse of what I'd thought of. Don't have the writer verbally explain. "It's a simple idea, but I can see how it works."
If the woiter tells you what
he/she means, then that woiter
won't feel the need to go back
and correct.

This part of the ticking
(writing) has me really
excited. I love to write. It's
my most serious hobby. Besides
helping someone else, it will really
help me to grow as a writer.

His the getting back to basics.
Concentration.

I'm glad you are enjoying the
sessions and developing a sense
of "good responses."

BEST COPY AVAILABLE
Your comment about remaining with the same group would "stifle" you was merely did you feel stifled?

In answer to your question about meaning versus structure; yes concentrate on the meaning at first. Later - mesh later - sometimes the surface structure can be dealt with.

Wed 16 June

To answer your question:

No I don't feel stifled. I consider myself to be open-minded and also fairly discussion-oriented. So speaking in small groups is not daunting to me in any way. But there are certain members of the class who would make it nearly impossible for a shy person to get their point of view heard. (Not intentionally) Enough said.

Best Copy Available
Last night's practical observation was a huge success. It really exemplified how as a tutor, I can be proud of his student's improvement. The tutor seemed close to tears and how rewarding it is. The reassurance, important to me, made me feel like a personal success in my ears. Almost important to me in theurrengal with personal

It almost choked me up.
Thurs 17 June

Yesterday's video proved to be stimulating. It offered practical ideas on keeping learners interested and motivated. Tips on having students budget their own time and small group discussion are extremely valuable. So I am starting to grasp how to progress as a tutor more clearly.

I do have a question, though.
Will we be evaluated at the end of the training session in any way? Do you have a way of determining whether someone is capable of tutoring?

Another question just occurred to me. The learners we are
matched with—have they worked with a another tutor or will they be new to the program as well?

As we're talking here tonight I've thought of yet another question (we want to get to it tonight) from last night's reading assignment. The article stated that only writings made for reading aloud (i.e., plays, poetry) should be read aloud? Do you embrace this philosophy? If so why? By the way, I do not agree. Why—because some imagery in
Yesterday's experience has already made a difference in my reading and listening skills. Thank you. I found myself highlighting the key points while listening to someone on the telephone.

The chance to improve my writing skills was not what I had expected, and it is something I almost yearned for. Thank you again for this opportunity.

I learned that everyone always has so much to share from his or her experiences, and in a non-threatening environment.
In reading the material on writing, I learned that because the emphasis is on writing, we should not hinder that creative flow with either spelling or punctuation. But encourage the student to write to express himself/herself.

It should be a subject of interest and we should limit verbal feedback but write as the main form of communicating, along the level of the student's consideration.

Use any question to motivate the writer to view accept the workshop from...
A sense of confidence just came over me. I said to myself: what I have written is how I think right now. I can always leave it as it is or change it.

Thank you.

Nola—your journal was a pleasure to read, for your thoughtfulness and your enthusiasm. It was also encouraging to read that the underlying principles of teaching we are trying to impart: listening, observing, and responding effectively are very much a part of your thinking.

The sense of delight in working on your own skills is an important part of what you can share with your learners, and I hope continue to develop as a facilitator in your work on women's migrant issues.

Sarah
6/18/93

I'd always like to see an expression of joy and accomplishment on the faces of my adult learners as I saw on the face of Mr. Maldonado, a beginning student in the program that I observed.

The tutor was patient, he listened (when I might have talked), he encouraged and got results. The students who were there (out of five) got their questions answered and in ways that they understood and had the chance to ask more questions. I saw other students reading to themselves, in small groups.

The first part of the session, the language experience...
Stories I have to stay with that-the student actually says I found myself analyzing or putting it in my own words. I'll have to work at that.

I also have to watch how my criticism comes over at some times comes out here. Now that I've observed this I'll modify my tones.

I have observed that when the student is interested in the subject you get more out of him/her.

I have only started reading of my own volition since I had to bring myself out of a somewhat depressed mode. I read for school or work but not for pleasure.
The child in the opening of the video had obviously been positively programmed to "read a book". She kept repeating it phrase and I wondered where or when that happened. I was anxiously awaiting to hear the responses to the question, what kind of reading activities are seen at the teacher's role as an observer, as I mentioned in other class the Montessori method advocate observing the child, to prepare the environment to meet the child's need as well as to increase the level of work provided. Reading is an important
part of the child's day. Teachers teach
child, child to self, in groups
or one on one.

I have to read much more
than I do now, it is happening.
The question "how we
learn to read" shows how
much we take for granted,
and how intelligent the
child is.

I did not think of the
alphabet or all those nursery
rhymes as where I started.
That was interesting to me.
The experience is the
book-lending area for the
adult reader was not
what I expected. I'm
really wondering what my
expectation were?
The hands on experience is great. Thank you.
To have a glimpse at the past—showed that a strict
parent—a teacher; my father
left me to believe that reading
had to have a purpose, but
for pleasure was not seen as a
purpose.
About comprehension and
conversation? Would it affect
the way one writes? Would the
use of—colloquialism be a problem?

Nola—
your observations on 6/15/93 are
excellent.

Your last question about colloquialism
—not their use would mean the
problem; they would probably
indicate the learner’s pace is
conveyed through their writing. This

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Respond to student as human being. Read student work, thank them for sharing with you. Encourage students by sharing with them.
On Saturday I went to L.I.C.H. for a lesson on self-breast examination. Nurse was exceptional in her presentation, until she called me “her.” Affection has always licked me.

Walking toward home I met a woman who asked directions to Montague Street. I respondetl, “You’re walking in the wrong direction.” Immediately, I knew there was a better way. “Montague Street is in the opposite direction.” Would have been appropriate.

After three training sessions I am acquiring some much needed communication skills.

Thank!

BEST COPY AVAILABLE
Tuesday, Jun 15

It was a pleasure to observe student/tutor in real class. I felt that the tutor was very effective; she was pleasant, smiled a lot, was witty, yet firm. Tutor called one person by name quite often, perhaps student needs this recognition so she is hesitant to respond otherwise. Overall, class seemed quite involved in their work and pleased with their tutor.

Any interesting observations? How do you feel about getting started yourself. The first step will be to join a group or an observer. -- I'll talk more tonight. -- Debbie

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Exercise 13: I truly enjoyed the first article on Active Learning for several reasons. First of all, I appreciated the author’s writing style. Instead of lecturing the reader, she involved each of us in her learning process. She admitted her initial setbacks and discussed the method with which she came to a solution. Secondly, the article addressed issues of learning that affect all of us—real-world overgeneralizing. Even though I was considered a good student during my education, I also suffered from low self-esteem that results in passive learning. When in college, I was intimidated by the omniscience of the professors; it took two years for me to approach any of my teachers after class or during their office hours. I preferred to struggle painfully and identify myself over a problem than to seek out and ask a professor for fear of appearing stupid or lazy. Through that experience, I have come to appreciate
Now important as it is for a teacher or tutor to establish a non-threatening learning environment, it is only when a student feels comfortable with the tutor and other students that real learning can occur. I wish that Ms. Rosenthal had included this in her article.

A gentleman in our group, Nelson, had mentioned that he had some single-student tutoring experience at the Williamsburg branch. He told us of a technique that another tutor had used to encourage active learning: the tutor had the students lead the session on occasion. Depending upon the level of ability of the students, I think that could be a very effective tool to use.
It's a good thing that this training session is so intensive because last night I realized that there is a great deal of information I still need to learn. During our table discussion concerning the question of how to get a writer to revise his or her work without writing the revisions ourselves, we thought that a discussion about the text's clarity with the writer would be worthwhile. I had thought that some students might be intimidated by writing their thoughts on paper, but that a discussion I figured that most adult learners would be able to express themselves verbally quite well and that talking about the subject would ease the transition to the written word and its revision. Perhaps I came to this conclusion because of my own writing process. I often compose my thoughts for a paper by thinking about it out loud or reading what I have
already written out loud to give me the distance that I need. I had never thought that talking about it" the text would drain the some author's energy to revise but I see that it makes sense.

Question: For a beginning reader/writer, is it a problem for he/she to use "when not knowing the spelling? It would seem to me that it would be hard to remember the thought behind the sentence if so many words were left blanks. What is the advantage of the blanks over the invented spelling?

Another question: In the training manual with the writing section, it mentioned "extending the language experience." I didn't understand what it meant. Are we going to discuss this at some point?
It was great to be able to observe the group in action yesterday. No amount of imagining or role playing can substitute the valuable learning that occurred while watching. I was quite surprised at how relaxed the tutors and students were, despite the presence of four strangers who were watching their every move. I think that the group were more observing how must have been together a while because the students seemed to be at ease with each other, encouraging among themselves. Even with such a strong base of group cooperation, I realized that there are still challenges that the tutors have to face. One of the students had fixated on phonics and had wanted to work on this skill before all others and wanted to capitalize on the tutor's attention. Interestingly, all three students wanted to focus...
on their reading skills rather than writing. Each of them found that not being able to read and comprehend well was inhibiting their lives. It was difficult for the tutor to convince the students that reading and writing were connected. In such a case, would it be possible for the tutor to focus the learning on reading material and writing about what they have read rather than creative writing? Or would that take away too much from the language experience learning?

One thing I have noticed is that the materials the students are given (journals, files, etc.) are very uniform. I think it would be great to let the students personalize their journals. Writing in a blue book may be distracting to some of the learners from my experience of writing in the journal on...
the subway has prompted some questions
from strangers about "my take-home exam.
I think it might be easier for some students
to treat their journals as their own if they
are not confined to write in a booklet that
is labelled "examination book" and "confirms
with everyone."}

17 June 93

Today's workshop seemed to answer the question
I had written earlier in reference to combining
the reading & writing learning. I loved seeing the
library. I wish we had more of a chance to longer
& read more of the books that were there. I was
surprised by the breadth of options the
new reader has. I thought that the newspaper
was fantastic. I wish that there were even more
books, such as Tale of Two Cities and Fables
that are adapted to new reads. I noticed that
some of the books which were written by
Brooklyn
6-8

I learned that sometimes you can have a better understanding of your own writing by listening to what is reflected back to you. Once I read out loud what I had written and it was paraphrased back to me, it made sense. I understood why this particular subject was on my mind.

I don't know what to expect from my future students but I understand the need to be flexible.

6-9

Developing confidence in the individual is a necessary step to proceed with learning. Being
Picky, i.e., trying to correct spelling and punctuation will not foster confidence. It is important for the individual to develop thoughts, to be able to transfer these to paper. We can help the individual do this by listening, by asking questions about the piece-writing these questions down so the individual can address the answers if they choose to. Reading aloud in a group will encourage more questions. It is a way for the writer to understand how his/her writing may be made more clear.
Using the whole language approach to teach reading seems like a good method. The students will have familiarity with what they are reading since they read it, and if the right questions are asked by the tutor, the subject matter will be interesting to the student.

I had the chance to look at the workbook another tutor was using. It looked well organized and manageable for a beginning reader. It also looked boring. The subject matter was the same.
throughout the book — a
day in someone's life. I
don't know if I could
use this book as a supple-
ment.

6-16

Karen Smith, the teacher
in the video, gave her
students a lot of flexibility.
She also assumed that
they were intelligent and
responsible and could handle
a group oriented discussion.
I think many teachers would
aim for comprehension as
opposed to conversation. Karen
did not think that she had
the right answer. She just
wanted her students to gather their own meaning out of the story depending on their own frame of reference. What struck me most was that she had no doubt that her students could handle this type of discussion. And they did handle it.

Hi -

If you think a book is boring, your student probably will also!

Our learners also can handle complicated discussions. They bring their life experience to the learning sessions and then discuss. Sometimes there are misconceptions. How would you handle an obviously incorrect “fact”? (just curious)

String

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I found the first workshop to be very informative. I learned a lot from it. In particular, I learned that by making a list of the things you are going to write about, it makes it easier for the writer to express them. It's easier because the writer has information to refer to while they are writing.

I also found it enjoyable to interact in the group. It was enjoyable because while reading my story to someone, I had the opportunity to see how the other person...
The second class was more interesting than the first class because the other person expressed what she thought about the writing. She picked out little phrases that needed revision. I thought that was a good idea because I had overlooked things that I could add to the writing. I did not see those things myself.
On the fourth session of the workshop, we played a student-teacher relationship. When I played the student, I had little trouble thinking of something to say. The teacher asked me, "What happened to you today?" I responded quickly because it was in my mind from early this morning that the train caused me to be very late. I woke up feeling very happy. By the time I reached my job, I was depressed. I was depressed because I usually take the #4 train from Third Avenue.
To 52nd Street. There I changed and got the #A train to 59th Street. When I arrived
in the 52nd Avenue Station that morning the Announcement was, "The number 4 train is
out of service due to a sick passenger at Bowling Green. Please take the #7 3 Train and change
at some point in the City." The platform was so crowded that I had to wait for
about 3 #3 trains to pass by. Finally got on the train. When we reached Franklin
Ave another Announcement was made, "The number 4 train is back in Service."
I was too tired to write. I think it is easier to write a good story when you have some thing in mind already that you can write about. Because you don't have to think on the subject. My teacher was a good listener, the first thing she couldn't remember to write down and I jotted her in.

When we switched places and she became the student and I was the teacher it was harder for me to talk about something because she had to
Think of something to say with my counseling.

The class session that we put in was interesting because I had a chance to see four different ways of teaching. The most effective one was the teacher that held the class interest. The teacher have to be prepared with several lessons so that the students won't get bored. I found in one of the classes that the teacher became bored and frustrated because it seem to be little communication between the students and the tutor.
My first lesson at the Tutor Workshop was very informative. In preparation for this workshop we read Active Learning Empowered. This article talks about the fundamentals of passive and active learning. It details encouraging passive readers and writers to become active learners. Motivation, interest, choosing, taking control, listening, understanding, and basic concepts to becoming active learners. As training for tutors must have these concepts and use them constructively in organizing lesson plans for our students. Reading, writing and communication are the three basic elements for literacy. We must learn teaching strategies for
reading and writing. By having the listener ask questions to the writer/reader, he/she will be able to reread, rethink, make changes, and analyze his piece in general. Then the revising process begins; editing does not come into play during the revising stage. These are steps in transformations that the student will need to become an active reader rather than a passive one. Allowing students to make their choices, edit their own work is encouraging them to become active learners. This also helps motivation, interest, become focused on their work, build encourage, and participation. The complete process enables students to make active decisions regarding their lines and
their education.

I feel I am learning to be more
intuned with myself, my writing and
reading skills and I as well as the
student need to be active in order
to prepare my student to be an active
reader/writer. I have to shape my
writing and reading skills so that I can
use them in an effective and positive
way to motivate and encourage active
readers and writers.

(Gwenyth & Sarah one on one) I
liked the fact that the topic
wasn't pressed out of her. It
was a natural conversation and out
of it atopic came out naturally
w/out making measures out of it.
I liked the article called “Writing and Common Sense.” I feel it is so appropriate. I used to do this with songs or listening to a song or being in a certain place. Last memories would surface into my thought as well as feelings on the specific emotion or event that had occurred. Creating emotion is an effective way of stimulating students to write since the topic is “personal.” I also agree with “reading aloud should be voluntary not mandatory.” The language experience was difficult for me to comprehend how to go about doing it. Although, I understand what I read and it makes sense. I was not altogether sure of how to go...
about it. I understand the steps: 1) talk about subjects and open-ended questions; 2) record, write down what student is saying; 3) read passage to student; 4) discuss and explore subject further; 5) expand by re-reading and asking questions; 6) brainstorm for new ideas and ways to create language experiences.

I think I need to practice and read for me to click and connect with it. Male language has a diverse and wide component (listening, speaking, writing, thinking, reading). It also has to be meaningful and respectful to language. It is very logical to start with the students' experiences. It makes a lot of sense to me. The whole language experience is guided and acts structure for students which in my opinion...
is needed for daily learning and life in general. I think it is also important to allow students to express their feelings, ideas, and experiences about their reading, the world, because it shows confidence on their part. They also are able to help each other and ask to learn new things when they are motivated and confident. Their goals are realistic and achievable to the student when the whole learning experience is put to use and the student partakes in it.

I think the exercise of using books for appropriate material for students was very effective. It is critical that we as facilitators assign appropriate reading material that is relevant and

6/17/93

76
Interesting to students the material also has to connect and mean something to the reader in order for them to write work that is interesting to them. The videos tapes taught us interpersonal and communication exercises with activating readers and writers. It was a great sample of the whole language experience.

Yes, students need to choose and have freedom to express themselves verbally.

We also learn that each one of us learns in different ways, therefore we need to communicate and facilitate differently to our students because their firm learning is different and also
their background is different, since their upbringing, ethnicities, experiences, etc. are diverse. We as facilitators need to keep conscious and aware of our goals and ways of teaching to students so that we can respect and accept each student individually.

I really enjoyed this session!

Hi-

Yes — language experience takes some practice.

You need both direct experience (personal) and indirect (books) to be literate. I like your comments about the need to have appropriate material — would you "assign" it?

As each of us is different, so is each "learner". After all, should we not all be learners all our lives?!
Marital status________ Name of spouse__________________________
In case of emergency contact:
Name__________________________
Phone__________________________ Relation__________________________
If handicap/disability/health problem:
Describe problem__________________________
Taking medication? yes____ no____ What kind__________________________
S.S.#__________________________ If public assistance, receipt IMC#__________________________ ID#__________________________
Registered Voter? yes____ no____ Veteran? yes____ no____
Additional veteran info__________________________

Language spoken__________________________
Family language spoken__________________________
Can read own language? yes____ no____
Can write own language? yes____ no____
English:
Can read/write English yes____ no____
Speaking ability none____ little____ good____
Yrs previous instruction in U.S.__________________________

Profession__________________________
If employed:
Employer__________________________
Address__________________________ Phone__________________________
Hours__________________________

Date of U.S. entry__________________________
Secondary migration date__________________________
Alien registration #__________________________
Refugee #__________________________
Resettlement agency__________________________
Address__________________________ Phone__________________________
Contact info__________________________
Caseworker's name__________________________ Phone__________________________

Has registrant previously attended another literacy program? yes____ no____
If yes, name of program__________________________
Taken GED? yes____ no____ Date______ Score______

Class:__________________________
Teacher:__________________________ Dates:__________________________
Hrs:__________________________ Impacts:__________________________ Test:__________________________
Date:__________________________ Score:__________________________

Goals and other student info:__________________________
BROOKLYN PUBLIC LIBRARY LITERACY PROGRAM
VOLUNTEER INFORMATION RECORD

Volunteer ID Code

Date of Birth

Male
Female

Name: ________________________________

Address: ________________________________

City/State/Zip: ________________________________

Phone: Home: __________________ Work: __________________

OTHER LANGUAGE: 1) Speak 2) Read 3) Write

EDUCATION: 1) 12th Grade 2) H.S. Diploma 3) Some College 4) Undergraduate Degree 5) Graduate Degree 6) Not Available

EMPLOYMENT STATUS: 1) Full time 2) Part time 3) Unemployed

OCCUPATION: ________________________________

Does employer have a matching gift program? YES NO

SOURCE OF REFERRAL: A) Another Tutor B) TV/Radio C) Newspaper D) Family/Friend E) Social Service Agency F) Education Program G) Training Program H) Poster/Flyer I) Other


Morning

Afternoon

Evening

Morning

Afternoon

Evening

Morning

Afternoon

Evening


Would you like to join FRIENDS OF LITERACY? YES NO

OFFICE USE ONLY.

SEPARATION: 1) Satisfied with experience 2) Dissatisfied with experience 3) Job/school conflicts 4) Moved 5) Health/pregnancy 6) Family problems 7) Transportation problems 8) Not available 9) Other

Date: ________________________________

HOURS SERVED: A) 0-25 B) 26-50 C) 51-100 D) 101-200 E) 201-300 F) 301-500 D) Other

WORKSHOP DATE: _______/_____/_____

REPRINT DATE: _______/_____/_____

37
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