

Opportunity to Read's Tutor Training Outline
Day 1 (3 hours)

Activity	Time	Specifics
Settling in	30–40 minutes before start time	Ensure materials, props and snacks in place Final set up and room check Welcome new tutors
Call to order & logistics	5–10 minutes	Deliver official welcome and details of where to find restrooms, snacks, etc. Introduce 'self-care' as always being in place
Introductions (ILM)	10 minutes	Introduce team Introduce 3 Guidelines (#7, #8, #9) regarding giving and receiving acknowledgment and self care Introduce concept of lifelong learners Flip Chart: maintain confidentiality, be open to learn with beginner's mind, practice positive focus, acknowledgement & self-care
Group intro (ILM)	1–1 ½ minutes per tutor	Explain the introduction format and model the intro you want tutors to follow. 1) What is your name? 2) What attracted you to tutoring? 3) Think about a successful, enjoyable learning experience you had as an adult. What made it work well for you? Ask tutors to hold questions until after the overview
Overview (ILM)	30 minutes	Explain learning styles Introduce competencies (objectives) and Guidelines Segue into this by talking briefly about learning styles, linking to the info they shared in question 3 above Point out that more info about learning styles is available in OTR's portable crate and in Great Start 5 (GS5) Module1, pages 7-8 Share with tutors that this training is based on assisting them in creating a safe, supportive and encouraging atmosphere for their learner. Guidelines are focal point.
Break	10 minutes	Listen to and/or join in conversations
Active listening exercise (ILM)	10–15 minutes	Explain exercise and complete brief demo Pair up tutors, practice giving and receiving positive feedback and acknowledgement; switch and repeat See separate sheet "active listening exercise" directions Use this question: "What do you see as an ideal tutoring experience?"

Activity	Time	Specifics
Discussion (ILM)	10 minutes	<p>General or selected share – depends on timeline and size of group Mention value of reflection in learning process and invite to do so at any time (have wall Post-it's up) Ask: 1) What was this experience like for you? 2) How did it feel to be listened to without interruption? 3) What will you most remember about the positive feedback?</p>
Reflection	5 minutes	<p>Suggest tutors take 3 minutes to reflect on the training so far Have sample questions preprinted on flip chart: How do you think using the guidelines will help or encourage your learner? What guidelines do you like the most? What guideline presents an opportunity to grow for you?</p>
The seven elements (ILM)	20–25 minutes	<p>Introduce the other 6 elements of ILM Can tutor/learner role play and ask participants to discuss which elements they say in play; what ideas does that spark for them? Acknowledge that the learner is the center of the model, i.e., learner centered tutoring, and the Guidelines are the foundation of the Model. Have a handout listing all the elements.</p>
Wrap-up	10 minutes	<p>Stress that creating the environment must come first. The tutor's primary role is to create a safe learning environment. Tell tutors not to be overwhelmed by the amount of information. Don't sweat the small stuff...once the space and environment is created, the specific curriculum/resources/methods and knowledge will be added as needed. Handout Tutor Competencies – stress that the rest comes.</p> <p>When tutors are matched with a learner they are entered into America Learns (AL), a website and database that helps tutors easily complete monthly reporting requirements; receive instant suggestions and get instant support. This is an amazing resource which gives tutors access to teaching strategies from OTR and many national programs. AL tracks use of the Guidelines for Accelerated Learning and Roles and Goals. This allows OTR to quickly gather critical information that we report to the California State Library. There is a handout that guides you through Quick America Learns training. Additional support is available from OTR staff, just ask.</p>

Activity	Time	Specifics
Instructional techniques	15 minutes	<p>Discuss the language acquisition continuum: hear, speak, read, write</p> <p>Explain that they will see and practice some instructional techniques for strengthening these language skills during the rest of the training. Some we will model, others they will discover for themselves in the GS5 binder based on their assigned case studies.</p> <p>Demonstrate importance of reading comprehension with a demo of Waywerks and Bingders. Participants can follow in GS5 Module 1, page 4. Ask participants what strategies help them in comprehending text. What might they do with their learners</p> <p>Demonstrate the Language Experience activity</p> <p>Show participants the index to GS5 Module 10, page 1: explain how it works.</p>

Allow time for questions & acknowledgment. Prepare for day 2; we will have some tutor/learner guest speakers.

**Opportunity to Read's Tutor Training Outline
Day 2 (3 hours)**

Activity	Time	Specifics
Settling in	30–40 minutes before start time	Ensure materials, props and snacks in place Final set up and room check Welcome new tutors
Call to order & logistics	5–10 minutes	Official welcome Introduce guest speakers, check in, have them get food to enjoy while listening to guest speakers Repeat details of where restrooms are; that snacks are available, and repeat 'self-care' as always being in place
Guest speaker	25 minutes	Guest speaker shares If needed, OTR tutor trainers ask guiding questions: For tutor speaker - what was helpful in first few meetings? How do they find America Learns? What advice do you have for new tutors? For the learner speaker – What brought you to the program? What goals are you working on now? What helps you most in tutoring sessions? What advice do you have for a new tutor?
Break	5 minutes	Assign groups to return to after the break
Case studies and 1 st & 2 nd meeting (ILM)	30 minutes	Be sure everyone has the case studies handout and the 1 st /2 nd meeting handouts. Review goals and assessment info. Divide class into pairs or small groups and assign each pair/group a case study to focus on. OTR tutor trainers demo a first meeting discussion on goals (refer back to reflection log/roles and goals) and the self assessment., then ask pairs/groups to role play the same based on their assigned case studies, 20 min discussion/demo, 15 min practice, 5 minutes share with class
Instructional techniques - intro	5 minutes	Refer to Language Exercise demo / practice

Activity	Time	Specifics
Instructional techniques - practice	30 minutes	Assign each pair/group a language area based on their assigned case study (e.g., Speaking for Victoria, Reading & Sight Words for Dominik, Word Decoding for Armando, and Writing for James) Each pair is to select one technique from their assigned area and role play using it, one person playing Victoria/Dominik/Armando/James and the other(s) playing the tutor.
Break	10 minutes	Listen to and/or join in conversations
Instructional techniques – sharing	30 minutes	Each pair/group shares the technique they mastered by demonstrating it for the class and referring to the page number in GS5 where it may be found. Each area (Reading, Speaking, Word Decoding, Writing) has 15 minutes to present
Lesson planning & wrap-up	30 minutes	Group participates in building a lesson plan for one of the case studies. Participants ask questions and complete acknowledgement forms. OTR tutor trainers work from a lesson plan form on a flip chart pad and facilitate the planning discussion with the group. 15 minutes Thank and acknowledge participants; tell them what comes next in term of matching, etc. Once you are matched you will be expected to complete your monthly tutoring report through America Learns and will have access to teaching strategies.