

LitSource Bulletin

May 2008

PPLD Volunteer Breakfast LitSource Adult Literacy and ESL @your library volunteers have been “giving big” in this community for close to 20 years.

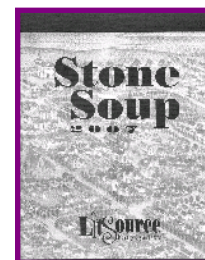
In the last year 89 LitSource volunteers have provided one-to-one tutoring services for 120 adults in the community; 31 volunteers facilitated TALK English! conversation groups that helped 210 adults from over 30 different countries improve their English; and 13 classroom volunteers helped our ESL instructor teach 110 adults the basics of speaking, reading and writing in our LEARN English! classes.

LitSource volunteers Welcome and Thank you! to the following new volunteers:

New Tutors: Ruth Bracking, Donna Brockman, Sara Colombini, Thomas Couzens, Kathleen Dawson, Kelly DeSousa, Maryellen Ebarp, Dale Gulbranson, Sandra Higel, Thomas Higel, Beth Heinrich, Pat Hudson, Peg Jergensen, Nyasha Katedza, Charley McClug, Lori Obermeyer, Edward Potereiko, Emily Singley, Dabney Vance, Stacie Ward, Madeline Wells, Nell Gordan, Stephanie Kemp, Susan Nelson, Jenny Romano, Russell Speicher, Janet Stockton, Michele Strub, Phyllis White, and Camilla Whitright. **New TALK English Facilitators:** Rachelle Crowder, Maryellen Ebarp, Merell Folsom, Susan Gonzales, Sandra Higel, Pam Jordan, Ryane Smith, and Sharon Marie; And Thank you! to these loyal volunteers: **6 month** tutors: Sue Anderson, Daniela Bright, Marcia Brubaker, Barbara Cobb, El Everett-Bechtold, Cathy Goycoolea, Meg Gronseth, Beth Ismail, Michael Jorgensen, Kent Steinmeyer, and Cathy White; **1 year:** Roy Catalano, Cathy Dawson, Roderick Dew, Johanna Erpelding, Pam Jordan, Sherry Ramirez, Cathy White, Ron Wisner; **2 years:** Maggie Aderman, Barbara Batersby, Sharon Gedack, Esther Geoffrey, Britta Hershman, Ann Lane, Chris Lane, Sarah Meider, Jann Nance, Linda Van Hine, Judy Wilson; **2-5 years:** Carol Bisanz, Lorna Byrd, Lindy Conter, Susan Dilloway, Pat Elliott, JayneMarie Magee, Barb Masciarelli, Amy McNamara, Joan Peterson, Gary Roberson, Ann Seibert, Beverly Utermoehlen, Kate VanderBoom, Rick Wildman; **5+ years:** William Becker, Mary Carlone, Dianne Garrison, Mary Haller, Laraine Hoff, Pat Hudson, Barbara Johnson, Brenda Miller, Dianne Oliveira, Thelma Peck, Fred Smith, Barbara Stevens, Pauleta Terven, Holly Tracy, Suzy Utzke, and Darrell Weaver.

Stone Soup

Deadline for 2008 Stone Soup copy is June 30 - Only **6 weeks** away! Now is the time to work with your learner on their contribution to this year's journal. Tutors are also welcome to contribute!

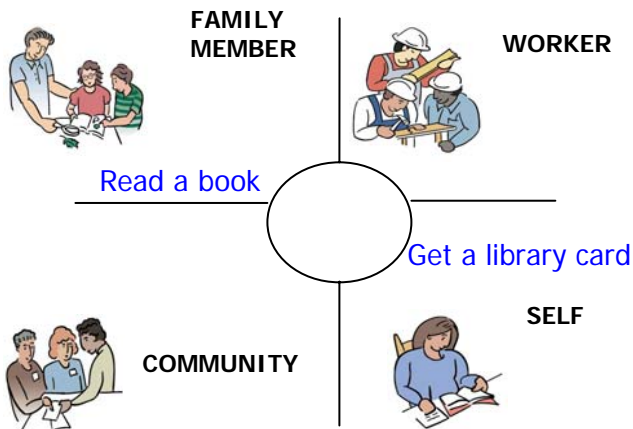


“Hands On English” (HOE) Is a bimonthly periodical for teachers and tutors of adult English as a second language. Copies are available in libraries that shelve Adult Basic Skills materials. HOE are kept in

white 3-ring binders with a black and white “Hands On English” label. There are often interesting and helpful tips and activities in this publication; many of the group based activities can be revised to work for an individual.

Goal Setting The comprehensive approach to goal setting, lesson planning and reporting.

Roles and Goals Worksheet



Step 1

Complete the ROLES and GOALS Worksheet with Learner.

The tutor explains/discusses/provides examples of what the Parent/Family Member role may entail. The tutor then asks the learner what they want or need to be able to do in that ROLE. The tutor writes notes in the appropriate quadrant. When that conversation is concluded the tutor guides the conversation through the remaining 3 ROLES.

The exploration of Roles and what the individual wants and/or needs to be able to do to fulfill that Role in their life provides the foundation from which to create timely Lesson plans.

Goals Worksheet LEARNER NAME: Sue Yu DATE: 5/1/2008

Goal	Goals	Role	Date Goal Set	Making Progress	Goal Met	Date Goal Met
<input checked="" type="checkbox"/>	Get a library card	self	5/1/08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Help children with homework			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Improve spelling			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Interview for a job			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Learn the alphabet			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Learn phonics			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Make phone calls in English			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Pay bills			<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Read a book	family	5/1/08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6/9/08
<input type="checkbox"/>	Read a bus schedule			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Read a menu			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Write a letter			<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Write a resume			<input type="checkbox"/>	<input type="checkbox"/>	
Mst Important Goals						
#1 Read a book						
#2 Get a library card						

Step 2

Complete the GOALS WORKSHEET with Learner. The Goals Worksheet is an activity involving both tutor and learner. These generic goals are listed in alphabetical order. Talk through the list with the learner (skip those that are not relevant to the particular learner) asking the learner to indicate the things they'd like to accomplish/be able to do. Usually the learner selects a wide variety goals. They are welcome to choose as many or as few as they wish. If the learner has a particular goals that does not appear on the list – write that goal(s) under “other”.

Step 3

Now have the **learner** prioritize. What are their 2 MOST IMPORTANT GOALS? Which of these goals do they need/want to begin work on immediately? List the 2 MOST IMPORTANT GOALS in the appropriate boxes. Send a photocopy of this worksheet to the LitSource office. Whenever you begin working on a particular goal write that date in the “Date Goal Set” column; when the goal is met write that date in the “Date Goal Met” column.

Step 4

Weekly - Create LESSON PLANNER to help Learner develop skills necessary to meet their 2 MOST IMPORTANT GOALS. Write the learner's current MOST IMPORTANT GOALS in the box at the top of the page. Plan ACTIVITIES

to do during your tutorial session that will help the learner develop the skills necessary to meet their Most Important Goals. Make sure you have a clear PURPOSE for doing each Activity.

LitSource Lesson Planner

Most important #1 goal: Read a book			
Most important #2 goal: Get a library card			
Today's goal(s) S.M.A.R.T. Plan:			
STRATEGIES TO ACHIEVE OBJECTIVE(S)	TIME	MATERIALS NEEDED	TUTOR NOTES
Activity: Choose a book Purpose:	½ hr	books of interest to choose from	Sue loved "Black River"
Activity: Practice pre-reading activities Purpose:	½ hr	paper, pen/pencil, Black River	
Activity: Complete library card application/form Purpose:	½ hr	application form	she's excited—checked out Black River right away
Activity: Get library card Purpose:	½ hr.		
Learner Practice: Read the book (Black River) at home a couple of times, then read book to children Notes for next meeting: Use tape recorder to record Sue reading Black River			Name: Cathy Green Date: 5/1/08 Instruction: 2 hrs Preparation: 2 hrs Travel Time: .5 hrs Other: hrs

LitSource MONTHLY TUTOR REPORT

Tutor: Cathy Green	Date: 5/30/2008
Meeting Day: Monday	
Time: 6:30-8:30	
Place: Monument	
Learner: Sue Yu	
Most Important Goals: #1 Read a book	<input type="checkbox"/> Date set 5/1/08 <input type="checkbox"/> Making progress _____ <input type="checkbox"/> Date met _____
S.M.A.R.T. [Specific, Measurable, Achievable, Relevant, Time constrained] Goals for Month 1. Out of 8 books Sue chose Black River to read 2. _____	
#2 Get a library card	<input type="checkbox"/> Date set 5/1/08 <input type="checkbox"/> Making progress _____ <input type="checkbox"/> Date met _____
S.M.A.R.T. [Specific, Measurable, Achievable, Relevant, Time constrained] Goals for Month 1. Sue used her library card to check out Black River. 2. _____	
Notes & Comments re match and/or progress: Sue was very excited to read Black River to her children.	
<input checked="" type="checkbox"/> Meeting every week for minimum 2 hours <input checked="" type="checkbox"/> Meeting regularly <input type="checkbox"/> Meeting off & on <input type="checkbox"/> No recent contact <input type="checkbox"/> Learner leaving <input type="checkbox"/> Tutor leaving	HOURS FOR MONTH: Instruction 8 hrs Preparation 8 hrs Travel 2 hrs Other 1 hrs

Step 5

Monthly - Completed Monthly Report Form provides the LitSource office with a summary of your work with the learner. The form is designed to help you report on the learner's progress toward their goals. Lesson Plans and Monthly reports are kept in the learners files. Complete the participant information. Why? Often matches change meeting day/time/place/names and don't think to inform the office. Enter the learners MOST IMPORTANT GOAL #1 and provide some comments about their progress, list strategies used to develop skills needed to accomplish goal. Enter the learners MOST IMPORTANT GOAL #2 and provide some comments about their progress. NOTES & COMMENTS allows you to relate other information re the learner, match status or whatever. The match information on the bottom (check offs) help us keep track of your activity. HOURS FOR MONTH provides information about the number of instructional hours the learner has participated in and the number of hours you've volunteered. These are needed for a number of accountability reports. Send one copy of each LESSON PLAN and one MONTHLY TUTOR REPORT to the LitSource office at the conclusion of each month. Reports should be received in the LitSource office prior to the end of the first full week of each month.

TALK English!



The 2008 Summer Series began meeting on Monday, May 12 at various library sites (see TE flyers for specific information). The purpose of TE is to provide a welcoming, non-judgmental place for adult English language learners with some English skills to practice speaking informal social English. Please encourage your English language learners to participate in their local group.

The 2008 Winter groups, facilitated by 15 individuals at 6 libraries, had 461 visits from 103 individuals (72 new to TE) from 34 countries... up 31% from this time last year.

Penrose Library

The LitSource offices at Penrose Library will be locked when LitSource staff is not on duty. Should you visit the library in the evening or on weekends you will need to either locate Security staff or ask staff at the Reference desk on the lower level to let you into the office.

Old Colorado City

Branch is now open until 9:00 p.m. Monday – Thursday; and they now have a community meeting room.

Conference

Materials from the LitSource Volunteer Conference on March 15th are available online on the LitSource webpage:

<http://library.ppld.org/aboutyourlibrary/Volunteer/VolunteerConference/2008/default.asp>

Collection

LitSource staff (Nancy) is currently developing a collection search tool that will help you locate appropriate materials from the Adult Basic Skills collection. This is an on-line resource. From the PPLD main page (ppld.org) select "The Catalog @your library"; in the green bar mid-page select "PPLD Recommends"; now select "Adult Basic Skills"; now choose your area of interest. "Beginning Adult Readers," for example, will allow you to peruse books available in the LitSource collection by genre. Check it out!

Monument Branch:

Thanks to the efforts of Stephanie Kemp, a Monument resident, and her outreach through area churches we have made connections in Monument that will support continued program development. AND, there is now a core collection of Adult Basic Skills materials shelved at the Monument Branch.

LEARN English!

Congratulations to the most recent graduates of the LitSource LEARN English! introductory English class that met at the Sand Creek Library: Micaela Hernandez-Mexico, Nelli Kiriendo-Russia, Blanca Morales-Mexico, Ivon Ortiz-Mexico, Tan Tran-Vietnam, Xiao Wang-China, and Thao Withers-Vietnam. Congratulations also to our instructor Teona Shainidze-Krebs for teaching, coaching, inspiring these folks to stick with it and make such exciting progress in the challenging task of learning English. Thank you to the classroom assistants Barbara Battersby and Maggie Aderman.

