

April 2014

Tutor in Touch



Year-end Testing

LVR assesses students each year using standardized tools mandated by the State of New York. Annual testing has started and will take place through June. We have sent postcards to learners asking them to call us to schedule their test. Please encourage your learner to come in before June. Once a student completes the assessment, his/her tutor will be sent the results.

There's an incentive to complete the assessment before June!

Students who complete the assessment by May 30th will have the chance to win one of the five \$10 gift cards that will be awarded via a random drawing. Tutors whose student completes the assessment will be entered into a drawing to win one of two \$25 gift cards.



Note: All students are **REQUIRED** to come in for annual post-testing between April and June in order to remain eligible for our programs. The results will help: measure the effectiveness and efficiency of LVR's programs; gauge our learners' progress; and identify areas that have improved as well as those with room for further advancement.

Please address questions to Mellissa Woodhams at 473-3030 or mwoodhams@literacyrochester.org

How wonderful it is that nobody need wait a single moment before starting to improve the world.-

Anne Frank

50th Anniversary Luncheon
Thursday May 8th



Ruth J. Colvin, the founder of Literacy Volunteers of America is scheduled to speak at the LVR 50th Anniversary luncheon on May 8, 2014. Mrs. Colvin was awarded the Presidential Medal of Freedom by President George W. Bush in 2006. In 1993, she was inducted into the National Women's Hall of Fame. She will be presented with the first annual Ruth J. Colvin Founders Award. If you wish to attend, you can access an invitation on our website.

http://www.literacyrochester.org/docs/50thAnniversaryLuncheon_001.pdf

Learning Success: I DO, YOU DO, WE DO

By Angela Maiers retrieved from <http://www.angelamaiers.com/2009/09/recipe-for-learning-success-i-do-you-do-we-do.html>

As teachers, we so desperately want our students to be learners that we unintentionally end up doing most of the learning work for them. We tell them what words are important, what strategy to use, and what key ideas are essential to understand; creating learners who are dependent on us to tell them "what to do" rather than learners who know how to handle themselves when we are not around.

The goal of truly independent learning can be achieved if we gradually release the responsibility of learning to our students. This means that we must see ourselves as facilitators of learning who possess knowledge, not as the keepers of knowledge. We must provide students with opportunities to be in charge of their learning, discover new ideas, gain insight, and make connections.

So how do we accomplish this not so easy task? **I DO, YOU DO, WE DO**

This model proposes a plan of instruction that includes all the critical elements and conditions of a successful learning experience: modeling and demonstration, shared practice, coaching, collaborating, practice, and sharing. prompt, and practice.

The Gradual Release of Responsibility Model

One way teachers can provide more targeted, individualized instruction is to use the gradual release of responsibility model (Pearson & Gallagher, 1983). This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task.....to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, or a semester. Stated another way, the gradual release of responsibility "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise" (Buehl, 2005). This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcome for English language learners (Kong & Pearson, 2003).

Components of the Gradual Release of Responsibility Model

The visual representation in Figure 1 (Frey & Fisher, 2006) shows the four interactive (or interrelated) components of the gradual release of responsibility model.

****Focus Lessons:** This component allows teachers to model their own meta cognitive processes as active readers. Modeled strategies focus on increasing understanding of content-area texts. Usually brief in nature, focus lessons establish purposes for reading and clue students into important learning objectives.

****Guided Instruction:** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular text.

****Collaborative Learning:** During the collaborative learning component in the gradual release of responsibility model, students consolidate their understanding of the content and explore opportunities to problem solve, discuss, negotiate, and think with their peers.

****Independent Learning:** This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active readers and capable learners.

It is important to understand that the gradual release of responsibility model is not linear. Students move back and forth among each of the components as they master skills, strategies, and learning standards.

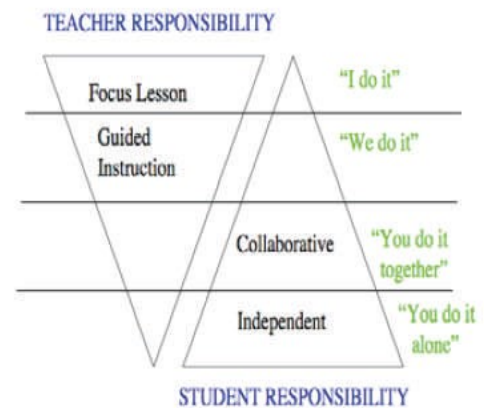


Figure 1

Help Wanted

Preview Presenter-Delivers LVR preview presentation to potential volunteers. You can provide as little as 1 hour a month and it's a great way to share your knowledge, experience and love of LVR.

Literacy Navigator-Assists individuals with immediate literacy needs. If you enjoy working with diverse population and helping meet their immediate literacy needs, this is a volunteer opportunity for you. Most navigators do one shift a month, so it doesn't require a huge time commitment.

Outreach Caller- Contacts current tutors to provide support and update information. If you have a couple of extra hours to offer but want the flexibility in when you can volunteer, this is the position for you. Outreach callers are provided a list of 5 or 6 tutors to contact within a month.

All volunteer positions are provided training and follow-up support. If you're interested in any of the positions listed above, please contact Mellissa Woodhams at 473-3030 or at mwoodhams@literacyrochester.org

High School Equivalency Diploma (aka GED)

I'm sure most of you have heard by now that New York State is no longer using the GED for the High School Equivalency Diploma. NY State has now gone to TASC...Test Assessing Secondary Completion. There has been a lot of confusion on what is covered and who is eligible, etc.

Below is a link to the RAEN (Regional Adult Education Network) which includes information related to TASC. RAEN is responsible for providing professional development for this area's adult education professionals. You are invited to attend any of the trainings provided by RAEN, most of which are free of charge.

www.FLRAEN.org

*"Nothing is impossible, the word itself says "I'm possible." -
Audrey Hepburn*

Another way to support LVR!

Franlee Frank, proprietor of Greenwood Books is a long-time supporter of LVR and donates 10% of sales on May 2nd and 3rd to LVR. Here's a chance to support an independent bookseller and LVR, and to get your summer reading material. Greenwood Books is located at 123 East Avenue, which is in the East End neighborhood. Make sure you tell her that you're an LVR volunteer and give her a big thank you!

2014

Buy a Great Read | Do a Good Deed

May 2 & 3

**10% of all sales will be donated to
Literacy Volunteers of Rochester, Inc.**

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"Books - Medicine for the Soul." - Ancient Greek Saying