**Welcome to Reading Tutor 120!**

**Background and Rationale**

This course is offered to give students at the grade eleven and twelve level an opportunity to experience the role of a literacy tutor. This role encompasses some of the skills of literacy teachers and as such the students in the course will be exposed to the profession of teaching.

The research has been clear for some time concerning the impact of learning by doing and practicing the skills of experts in real world situations. The students in this course will conduct research into best practices for literacy instruction and will work in pairs or teams to design an individual literacy program for English Second Language students who are learning the language. This will involve critical thinking and problem solving skills, teamwork and collaborative skills, leadership and project management skills, communication and self- direction skills, and professionalism and work ethic.

Participants will learn skills which enable them to tutor students with various reading levels as English Second Language students. The tutors receive course credit while the students receive assistance with reading and writing. Due to the complexity of the planning necessary to have tutors trained and in place with appropriate students, there will have to be initial planning by the teacher prior to the course starting.

**COURSE OUTLINE**

**Course Outcomes**

1. Tutors will be expected to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively with others.

a. Tutors demonstrate knowledge of ethical responsibilities and policies pertaining to professional conduct.

b. Tutors prepare for, plan, and execute instruction in a professional and respectful manner, including professional reading and research.

c. Tutors interact positively with others and demonstrate reliability and commitment.

d. Tutors set, monitor, and adjust goals pertinent to their role as a tutor.

2. Students will be expected to employ effective reading and writing practices to support the developing student.

a. Tutors demonstrate an understanding of reading/writing processes and strategies.

b. Tutors examine approaches to reading/writing instruction.

c. Tutors employ before, during, and after strategies to improve fluency, comprehension, vocabulary, phonics, and phonological awareness for the developing student.

3. Students will be expected to employ effective assessment practices; set goals and monitor progress.

a. Tutors apply formative assessment strategies to support the student. Tutors set goals, in consultation with the classroom teacher and/or the student, based on formative assessment.

b. Tutors adapt instruction to meet the developing needs and interests of the student.

**Inquiry Questions: The work you do in this course prior to tutoring is guided and driven by the following inquiry questions.**

1. How do we become readers/writers?

2. What skills do we need to teach and learn to build strong readers and writers?

3. What motivates us to become a reader and writer? What motivates us to become lifelong learners?

4. What skills, attributes and attitudes do good tutors need to exhibit?

5. How do we know when someone is a good reader and/or writer?

Although this course will involve a combination of teacher directed and group activities as they relate to literacy tutoring, the overall task of the tutors is a form of inquiry and project based learning. The students must gain the necessary skills and knowledge through their own initiative as well as that provided by the teacher to build a program for their tutees and do this within a group structure. They will be required to manage the needs of the learners with the demands of the teachers.

**What is Inquiry-Based Learning?**

Based on John Dewey’s philosophy that education begins with the curiosity of the learner, one of the most important teaching practices used today is the use of inquiry in the classroom. With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them.

Inquiry is usually a form of Self-Directed Learning and follows the four basic stages defining self-directed learning. Students take more responsibility for:

* Determining what they need to learn
* Identifying resources and how best to learn from them
* Using resources and reporting their learning
* Assessing their progress in learning

***Tutors will assist tutees in these stages of inquiry based learning.***

**What is Problem-Based Learning (PBL)?**

* **PBL is a *pathway to better learning***, helping students to learn how to learn. This method challenges students to develop the ability to think critically, analyze problems, find and use appropriate learning resources.
* **PBL is a learner-centered educational method**. Learners are progressively given more and more responsibility for their own education and become increasingly independent of the teacher for their education.
* **PBL is based on real world problems**. Learning is based on the messy, complex problems encountered in the real world as a stimulus for learning and for integrating and organizing learned information in ways that will ensure its recall and application to future problems.
* **PBL is a motivating way to learn**. Learners are involved in active learning, working with real problems and what they have to learn in their study is seen as important and relevant to their own lives.

**Tutor’s Duties:** develops key interpersonal, organizational, planning and problem solving skills. They take their responsibility as a tutor seriously. Tutors are conscientious about selecting materials and planning for their students in collaboration with the Reading Tutor 120 teacher and the students’ classroom teachers. Tutors also are responsible to:

* attend regularly - when absent be sure to have a lesson planned and available for a partnering tutor to administer with your reader.
* plan and design lessons (integrate suggestions from collaborating teachers)
* choose material(s) appropriate to students abilities and interests
* provide one-on-one reading/writing tutoring
* engage in self-reflection and self-assessment through daily summary journals and bi-weekly reflections of progress and concerns
* compile a portfolio of materials and resources gathered and created over the course of study
* preparation and administration of appropriate tests and examinations for the reader; these will not be based on content, but on individual skills taught
* consultation with the facilitating teacher
* preparation of summaries and anecdotal reports for parents
* group collaboration on pre-tutoring research (best teaching practices) and on tutor’s planning day

**ASSESSMENT and EVALUATION:**

**Journal** This notebook will contain questions and answers the tutor has worked with throughout the process. It will contain the confidential information on the tutee and the daily reflections on the process both from the tutor and the tutees perspective. This will also include the reflections of the tutor working within the group of students enrolled in Reading Tutor 120.

**Questions to begin your journal:**

1. Who am I as a literacy learner?

2. What memories do I have regarding literacy and language?

3. What do I remember about listening, speaking, reading, writing, viewing and representing?

4. What is my literacy story?

5. Why is it important to construct a literacy story?

6. How will my literacy story shape me as a tutor?

7. Why is it important for my tutees to be able to tell their literacy stories?

8. In what ways is it important for children to develop a sense of story? How does this play a role in their literacy development? (Parr and Campbell)

**A separate section** of the journal will be completed where the student answers and reflects on the inquiry questions posed at the beginning of the course (earlier on outline).

**Portfolio** of research and information gathered and used in the process of learning about and practicing tutoring in literacy.

* See additional handout on final portfolio requirements that you should be working toward throughout the course.
* The ideal evaluation of the portfolio is to have the students present their portfolio contents to the class at or near the end of the term. The last few tutor collaboration days will be provided to work on portfolio preparation. The final two meetings with the facilitator will be dedicated to portfolio conferencing.

**FINAL TUTOR ASSESSMENT WILL BE BASED ON:**

* Tests/Quizzes 15%
* Group work/collaboration planning day 10%
* Presentation on Learning Challenge 10%
* On-going Portfolio Contents: Lesson Planning/Organization 20% and Daily Reflections and Weekly Journals 15%
* Final Portfolio 30%

**There is no final examination in this course. Your portfolios will serve as an authentic assessment of your learning and efficiency as a tutor.**

**Parents/Guardians** can contact me at 357 – 4015 any day before 8:30, at noon hour or after school. You may also contact me at my email address [laura.kendall@nbed.nb.ca](mailto:laura.kendall@nbed.nb.ca) I do encourage you to provide me with your email as you will receive your child’s marks and class updates. All class information can also be found on my website at [www.kendallohs.weebly.com](http://www.kendallohs.weebly.com)

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**Please detach and return this part to me as soon as possible.**

I have read this document and understand the procedures of Mrs. Kendall’s class. I understand the responsibilities that come with this class and know that I am responsible for the learning of myself and tutee. I am also aware that it is my right to request a meeting, at any time during the school year, to discuss these procedures or any other class related issue.

**Student’s Name (please print):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Parent/Guardian

**Home Number(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ **Cell Number(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail address(es):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Work Numbers: Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s English 111/112/121/122 Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Leadership Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Additional Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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