

Just in Time Tutor Training Update

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The Research that Began it All

- What is the relationship between tutor training and what tutors and learners actually do during instructional sessions?

Research Design

- Focused on 4 diverse programs
- Recruited 3 pairs from each program
 - Together at least 3 months
 - Literacy only (no ESL)
 - Randomly selected

Research Design (cont.)

- Participant Observer in Tutor Training
- Audio taped and transcribed 3 consecutive sessions
- Interviewed student and tutor after transcription completed
- Interviewed key program staff
- Documents collection

What was learned?

- There was not a good match between training and instruction in any of the programs
- Tutors tended to fall back on their own intuition, experiences, or advice from friends/family to help guide them
- The closest match between training and instruction was tutors' understandings of adult learning concepts (respect, partnership, etc)

Implications: What can't be done

- LONGER tutor trainings to try to cover more that tutors need and how to use it
- More tailored tutor trainings to better fit the needs of specific tutor-student pairs

What can be done instead?

- Shorter pre-match training which focuses on “big ideas” of adult learning
- More support and assistance post-match when tutors can apply directly what they learn to their specific students
- Shift program resources from pre-service to in-service training and support

What this looks like: Just in Time Training

- 16 hours of training:
 - 3 hour pre-match orientation
 - 12 hours of student-tutor getting started instructional time
 - Audio tape student-tutor session after 12 hours
 - Just in Time feedback from program staff person to tutor-student pair based on analysis of tape
- Tailored to specific strengths and needs of both student and tutor when it is needed
- Shifts resources and expertise

What's in the 3 hour Orientation?

- What is literacy?
- How Adults Learn
- Characteristics and Roles of a Successful Tutor
- Planning and Designing Instruction
 - Goal Setting
 - Principles of Lesson Planning
 - First Meeting

- Getting Started: What to do during the first few weeks (until JIT Check-In)
 - Selecting texts of appropriate difficulty
 - Ways to work on reading (aloud, silently, and variations)
 - What to do when your student gets stuck
 - Building Comprehension
 - Encouraging reading practice
- Working with Diverse Learners
 - Learning Styles
 - Learning Differences
 - Cultural Diversity

- Program Logistics
 - Getting matched
 - How to get materials
 - Attendance records
 - Program contact information
 - Just in Time training

What can you learn from listening?

Observation Checklist focuses on:

- Short and long term goals
- General overview of activities
- Description of interactions and “lesson management”
- Before reading preparation
- During reading assistance
- Reading direct instruction
- Reading word skills
- Comprehension (before, during, and after)
- Writing

JW: I have this book that I brought from home. Which one you wanna do?
EP: What you want me to do? Right now?
JW: Yeah, you want to do right now. You want to read some more? What are you thinking? OK, which one you wanna read? You got the books that you brought—
EP: I'm gonna take, <inaudible> take them back.
JW: OK. This is called Madeline's Rescue.
EP: Madeline Rescue.
JW: Madeline's Rescue. By the author's name is Ludwig B... I can't pronounce it. Something like that. Sounds German to me.
OK.
EP: In a big
JW: In--?
EP: In an old house in p-l-a place?
JW: P-a-r-i-s.
EP: Oh, parts.

JW: Paris.
EP: Paris?
JW: The city.
EP: Paris. That was c-o-b receipts?
JW: Well, let's look at c-o-v-e-r. Co-ver. EP: Cover?
JW: Covered.
EP: That this, I mean which—
JW: Not which. With.
EP: Which.
JW: With.
EP: With... not
JW: Vines.
EP: Vines. Loved
JW: Lived.
stayed?
EP: Lived 12 little g-i-r... Girls? In two S-t...
JW: Str--

How will we know if JIT is effective?

- Comparison of 50 hour post test data between students of traditionally trained and JIT trained tutors
- Intensity of instruction
- Student and tutor retention
- Staff time

Pilot Project (Last Year)

- 5 Pilot programs
- Recruit or select 3-7 tutors for participation.
- Conduct the 3 hour orientation utilizing the JIT Training process.
- Match tutors with students. Follow normal match procedures including providing materials and suggestions of specific instructional strategies which would be appropriate for the student.
- Match with comparable pairs who received traditional training; tape at 12 and 50 hours

- After approximately 12 hours ask each pair to tape record one session. Encourage them to do what they would normally do during a session, and just let the tape run.
- Complete a JIT observational check list based on the audio tape.
- After listening to the tape and completing the check list, analyze tutor strengths and challenges and provide feedback

■ Analysis:

- Comparison of learner outcomes of pairs who received traditional and JIT training at 50 hours
- Staff resources used for JIT and traditional training
- Student and tutor retention rates
- Intensity of instruction

Findings to date: Regarding Shortened training

- Response to abbreviating training is very positive because programs
 - Acknowledge that much of what they covered in training wasn't being used
 - Say it makes volunteer recruitment easier; volunteers get started more quickly
 - Report that JIT training is contextualized and is more consistent with principles of adult learning
 - Find no noticeable decrease in effectiveness between traditional and JIT tutors

Findings to date: Program changes

- 2 programs have changed match process from instant match to coordinator arranged first meeting; less information in training vs more information at initiation of instruction
- Increase in tutor confidence and commitment
- Potential to develop tutor workshops that are targeted to specific, observed needs

Findings to date: Listening to the tape

- Staff reported that listening to the whole tape and filling out the checklist was cumbersome and unnecessary. They learned a great deal in a very short amount of time listening
- "The whole experience was very valuable and gave me much insight. I always thought that if I didn't hear from a tutor [that everything was fine], but now I'm seeing that they may not be doing as well as they think."
- Tutors were open and interested in it because they knew they would get specific help.
- "I can nip some things in the bud that don't usually come up until 50 hour post testing."

Pilot Project (Current)

- Will work intensively with 2 programs in PA to collect outcomes data
- As a result of national presentations, programs in other states are also piloting JIT training.
- We hope to have more specific outcomes data to report by the fall.
- If your program might want to try out JIT training you can receive help from TLC.

Questions or Comments?

Thank You!