

# Toolkit for Tutors

ANNUAL LITERACY CONFERENCE

Our annual literacy conference, *Toolkit for Tutors*, will be **Saturday, April 5** at John Bapst Memorial High School in Bangor. We hope you'll join us for a stimulating day filled with information and teaching tools.



Resources, ideas and activities that work.

## SCHEDULE

PLEASE CHOOSE ONE SEMINAR FROM EACH SESSION

**8:15-8:45 a.m.**

Registration, coffee and refreshments

**8:45-9:00 A.M. - WELCOME!**

*Mary Marin Lyon, Executive Director*



CEUs issued by Eastern Maine Community College

SESSION I  
9:00 a.m.-10:15 p.m.

### Getting Started with Beginning Readers

—*JoAnne Rollins*

Where do you begin with a student at an alphabetic level? What are some tips, techniques, and tried and true activities to help the emergent reader? What are some activities to use with your very early readers? We'll have ideas to add to your tutoring bag of tricks!

### HiSET: The New High School Equivalency Exam in Maine

—*Matt Tardie*

At the start of 2014, the state transitioned from using the GED to the HiSET as Maine's high school equivalency test program. What does it mean for adult learners and those who work with them? This workshop will give an overview of the HiSET, including its similarities and differences compared to the GED as well as tips and strategies for working with adult learners to prepare for the test.

### Thank Goodness for Grammar

—*Nancy Connor*

Are you nervous about working with your English Language or Basic Literacy learner on topics related to grammar when you don't feel confident in your own proficiency? You will leave this seminar with ideas to help your student develop competency with grammar, teaching approaches and strategies, and sample lessons that incorporate grammar.

SESSION II  
10:30 a.m.-11:45 p.m.

### Teaching Pronunciation to English Language Learners

—*Faye Olsen and Christina Cheung*

Throughout this hands-on session, presenters will share current research as well as resources and will also provide opportunities for participants to practice a variety of methodologies. We will welcome any questions.

### Assessment as a Road Map: You CAN Get There from Here!

—*Rachel Groenboud*

Several assessment tools will be presented, as well as strategies for interpreting the results. Often, assessments generalize a learner's current skill (e.g., "reading at a fourth grade level"); however, there's much more information to extract from the assessment. This workshop will help participants create concrete plans with learners that integrate nuanced assessment results into a road map toward reaching their ultimate literacy goals.

### Solutions 101: An Open Space for Tutors

—*Meredith Eaton and Erin Wight*

Bring your thinking caps to this interactive session! We'll break into small groups and brainstorm practical strategies to real-world issues tutors are facing. If your adult student is facing a roadblock to progress, this is your opportunity to seek feedback and draw on the experience of your peers in a confidential setting. The workshop format is minimally structured to allow a maximum of space for creative solutions.

**11:45 p.m.-12:30 p.m. - LUNCH BREAK**

**12:30-1:15 P.M. KEYNOTE ADDRESS**

**With Literacy & Justice for All: Promoting a Basic Human Right** —*Dr. Susan Bennett-Armistead*

SESSION III  
1:30 a.m.-2:45 p.m.

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### Getting Ahead in the U.S.: A Discussion Panel for English Language Tutors and Students

—*Anna Baglay-Bouchard*

The Discussion Panel will focus on challenges faced by both EL students and their tutors while teaching English to immigrants in the U.S. The interactive format will allow us to hear from both sides to help better understand what to expect from each other. Topics may include cultural differences, economic challenges, day-to-day activities, as well as ethical issues faced by tutors while providing their services. A range of approaches and resources for tutors will also be introduced during the session.

### Understanding Poverty: Improving Communication between Social Classes

—*Mary Marin Lyon and Virginia Gifford*

For tutors working with immigrants, we expect to discover differences in culture, values, language, and experiences. But what about when tutors are matched with adults "from here" and these gaps exist and become barriers to progress and communication? What role does understanding poverty contribute to the disconnect between tutor and student? This workshop explores ways of communicating and working more effectively with students who live in poverty.

**2:45-3:00 p.m. - EVALUATIONS AND DOOR PRIZES**