

# Literacy Volunteers of Coconino County

## LVCC Reader

LVCCReads.org

SPRING 2008

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2007 - 2008

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LVCC is a fully accredited  
affiliate of ProLiteracy  
America.

As of 6/3,  
we have a



2223 B E. 7th Ave.  
Flagstaff, AZ 86004

## A Day Without Volunteers

### Happy National Volunteer Month!

It is so phenomenal to have your service in this community.

Remember *A Day Without a Mexican?* There was a recent article similarly titled "A Day Without Volunteers." It makes one seriously begin to think about what this country would be like without the 60.8 million people who volunteered in the United States between September 2006 and 2007, according to the Bureau of Labor Statistics of the US Department of Labor (and this has actually declined in the past couple of years). That is about 26% of the population. (Imagine what could be accomplished if that percentage doubled!)

Each of these 60.8 million selfless individuals contributed an average of 52 hours during the course of the year. Wow! It makes one wonder what can possibly be achieved without volunteers. What programs, if any, would exist? Where would people go to learn—about language, about the past, about anything? What would the world look like?

A day without volunteers would be a sad day indeed. There would be many people simply with no place to go. Luckily, we have many wonderful volunteers who support the needs of our much-loved community.

**Thanks to you!**



## Creating a Working Portfolio

Talk to your learners about the value of a working portfolio for notes and materials using a three-ring binder, notebook paper and 8 to 10 index tabs. These portfolios may contain the following sections:

- *New words*
- *New sounds (consonants)*
- *Word patterns (vowels)*
- *Writings and stories*
- *Tips and rules*
- *My goals*
- *Opposites* – When one word is learned, its opposite can be learned as well. For example, if the student has just learned the word "opaque", take the opportunity to discuss the word "transparent".
- *New topics* – A section for materials used to explore a subject. For instance, if your student is studying for his driver's license, one of the sections could be "My Driver's License" and include notes, diagrams and portions of the driver's manual being studied or



already learned.

To document progress, each week tutors and learners should work together to add materials or notes to the working portfolio. Include pieces like:

- *Worksheets, puzzles completed, quizzes taken*
- *Consonants or word patterns learned*
- *New sight words learned*
- *Reading activities accomplished (a story finished or a chapter read)*
- *Chapters or sections in workbooks completed*
- *New activities or accomplishments*
- *A list of skills learned*
- *Real-life materials used in lesson*

For more on portfolios, go to [www.greatstart5.com](http://www.greatstart5.com), click on "Program Support" (user name: "goal", password: "badger"), "Tutor Central" and "Module 9". The modules are also available to watch at the office. They can be useful in reviewing tutoring fundamentals.

## Tutor Tips: Steps to Successful Time Management

There is a great quiz written for *USA Weekend* by time management expert Hyrum Smith, chairman of the Franklin Covey Co., whose Franklin Planners, agendas and planning software are used by 15 million Americans. Have your learner answer each question by assigning a number from 1 to 5. The number 1 means never and the number 5 means always. Add up the score at the end. The higher the score, the better the planner, but beware of over-planning burnout!

1. How often do you plan in an effort to keep life from running out of control?
2. Do you put daily plans on paper?
3. Do you allow flexibility in your plans?
4. How often do you accomplish all you plan for a given day?
5. How often do you plan time for what matters most to you?
6. How often is your daily plan destroyed by urgent interruptions?

Managing time can help your learner accomplish more, spend more time with his or her family, allow more time for study and help him or her prepare for and learn more from tutoring activities. Tutors and learners can work together to accomplish the steps to successful time management. They are:

1. *Set specific academic and personal goals.*
2. *Create a calendar that includes major events, commitments and tasks. Plan for family time, play time and study time.*
3. *Create a weekly schedule of classes, meetings, etc. and decide what preparation you need for these events.*
4. *Decide on specific times to work on each task. Set a specific place for each task as well. For example, study in a quiet, clean place.*
5. *Make a "To Do" list for each day, week or month. Decide what works best for you.*

*Adapted from Evey Renner, The Voyagers, Volume 1, Issue 3*

## Save the Date!

- May 1** **12th Annual Mountain Spelling Bee Fundraiser.** From 5:30 to 9:00 pm at the Radisson, 1175 W. Route 66. Don't miss Flagstaff's only adult spelling bee! Doors open at 5:30 pm and dinner will be served at 6:00 pm. **You are invited** to join us for dinner. Tickets are \$35 and must be reserved by Friday, April 25. This year we have special spectator tickets for only \$10 if you just want to watch. The doors will open for spectators at 7 pm. You can also support LVCC by purchasing a letter of the alphabet for \$25. Call 556-0313 for more info.
- May 9** **Painting Day!** 10 am at the new building. We need help painting the new space in order to make it just right. Refreshments will be provided. You can see the new space and give us your ideas on redecorating, too! Let us know if you or your learner have any free time to help out.
- May 10, 18, 21** **Moving Days!** 10 am at the building on Humphreys. Come help us pack boxes and move them over to our new location on 7th Avenue. Refreshments will be provided. Please bring any boxes, newspapers, packing tape and other moving supplies you may have, such as dollies, drills for moving bookcases, picture-hanging materials and pick-up trucks. Let us know if one of these days works for you or your learner.
- May 17** **Workshop: Using Graded Series.** 10 am at the building on Humphreys. This is a focus workshop on the use of graded series (textbooks that typically include books, workbooks and teacher's guides and progress by level). We will discuss tips on using such series and then we will talk about whether we should encourage their use with new tutors. Finally, we will look at some different series to discuss which we think are best for our learners. We value your input!
- May 30** **Cleaning Day!** 10 am at the building on Humphreys. Now that we've moved just about everything, we could use some help cleaning up the house on Humphreys. Refreshments will be provided.
- June 26** **Volunteer Appreciation Potluck.** 6 pm at the new building at 2223 B E. 7th Ave. Join us as we get to know our new building and salute you as volunteers. Volunteers and learners welcome. Bring a dish to share.
- TBA** **Grand Opening Celebration.** Keep your eyes and ears open for a grand opening at the end of the summer! We want the community to be aware of the move!

# 30 THINGS WE KNOW ABOUT ADULT LEARNING

By Ron and Susan Zemke, Excerpted from *Innovation Abstracts Vol VI, No 8*

## Motivation to Learn

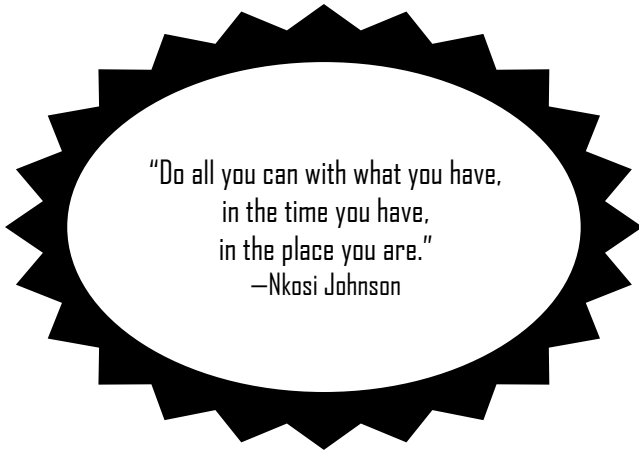
1. Adults seek out learning experiences in order to cope with specific life-changing events.
2. The more life change events an adult encounters, the more likely he or she is to seek out learning opportunities.
3. The learning experiences adults seek out on their own are directly related to these events.
4. Adults are generally willing to engage in learning experiences before, after or even during the actual life-change event.
5. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
6. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators.
7. Adult learners tend to prefer single concept, single-theory courses that focus on the application of the concept to relevant problems. This tendency increases with age.
8. Adults need to be able to integrate new ideas with what they already know if they are going to keep and use the new info.
9. Information that conflicts with what is already held to be true, and thus forces a re-evaluation, is integrated slowly.
8. Information that has little "conceptual overlap" with what is already known is acquired slowly.
9. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts they are intended to teach.
12. Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate.
13. Adults tend to take errors personally and are more likely to let them affect self-esteem. They tend to apply tried-and-true solutions and take fewer risks.
14. The curriculum designer must know whether the concepts or ideas will correspond or be in conflict with the learner's belief and value systems.
15. Programs need to accept viewpoints from people in different life stages and with different values.
16. A concept needs to be explained from more than one value set and appeal to more than one life stage.
17. Adults prefer self-directed and self-designed learning projects over group-learning experiences, they select more than one medium for learning and they desire to control pace and start/stop time.
18. Media such as books, programmed instruction and TV have become popular with adults in recent years.
19. Regardless of media, straightforward how-to is the preferred content orientation. Adults cite a need for application as the primary motivation for beginning learning.
20. Self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve an average of 10 other people as resources, guides, encouragers and the like.

## In the Classroom

21. The learning environment must be physically and psychologically comfortable; long lectures, periods of interminable sitting and the absence of practice opportunities rate high on the irritation scale.
22. Self-esteem and ego are on the line when adults are asked to risk trying a new behavior in front of peers and cohorts. Bad experiences in traditional education, feelings about authority and the preoccupation with events outside the classroom affect class experience.
23. Adults have expectations, and it is critical to take time early on to clarify both instructor and learner expectations before getting into content.
24. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. Adults can learn well from dialogue with respected peers.
25. Instructors who have a tendency to lecture rather than facilitate can hold that tendency in check by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.
26. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. Both learner and instructor are dependent on each other for confirming feedback.
27. The key to the instructor role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences and the clock.
28. The instructor has to protect minority opinion, keep disagreements civil, make connections between ideas and keep reminding learners of the variety of potential solutions to the problem.
29. Integration of new knowledge and skill requires transition time and focused effort on application.
30. An eclectic approach to developing strategies and procedures is recommended for matching instruction to learning tasks.



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*Changing lives  
through literacy*

Would you prefer to receive this newsletter via email?  
 Let us know by calling 556-0313 or by emailing  
[lvctutor@lvccreads.org](mailto:lvctutor@lvccreads.org)

### Big News:



LVCC is taking a big step! We are moving into a larger space that we think is more appropriate for the organization in many ways:

- It is in East Flagstaff, where the majority of our learners live
- It is more suitable to serve as a “center,” so learners can come in and study as they need
- There is more space for classes and tutoring
- There is no lack of parking and it is easy to get in and out of

We will be sad to leave our cozy home on Humphreys, but we are looking forward to creating a new, welcoming space for learners, volunteers and staff. We will be open at the new location on **June 3**. We will have limited access at the old building May 20–May 27, so please come in before then or call us in advance.

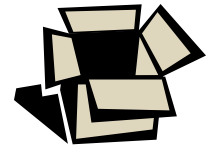
The new building is located right off of 4th Street on East 7th Avenue. The address is **2223 B E. 7th Avenue**, across from Big Lots and next to Coconino Federal credit Union. Please help us spread the word about this new location.

We are planning to give the building a **new, easier**

**name.** Some popular options are *Center for Learning and Language, Language and Literacy Center, Flagstaff Learning Center, Flagstaff Literacy Center* or *The Literacy Center (TLC)*. Call or email us your opinion. If you have other suggestions, let us know!

Some items on our “Moving Wish List” include:

- A large round conference table
- Computers, chairs
- A gas range
- Cabinets/ shelves for storage
- Window blinds
- Tall standing plants
- Standing lamps, desk lamps
- Moving supplies
- Painters, packers and movers (see the “Save the Date” section on page 2)



We will be postponing our Volunteer Appreciation Potluck in order to get moved—the potluck will be held after we get settled into the new building on June 26th from 6-8 pm. We hope to see all of you there at the new space.