Program: Older Adults

Course of Study: Older Adults

Course: 6:6006 Employment

52-11-70

Intergenerational Tutoring

Course Description:
This competency-based course is designed to train older adults to tutor and mentor high school students in language arts and mathematics. Older adults will study and apply motivational and academic coaching techniques, apply methods of goal-setting, and organization in an effort to raise the academic performance of the high school student he or she tutors.

Credits: 0*  
Hours: 60

Prerequisites:
A strong academic background in reading/language arts and/or basic mathematical skills.

*This is a non-credit course and may be repeated to learn specific competencies.
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COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPEITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

The contributions of ALEX ALEXANDER and FJAERE C. NILSSEN-MOONEY are gratefully acknowledged for the development of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

ARLENE TORLUEMKE
Teacher Adviser
Older Adults

APPROVED:

ED MORRIS
Interim Assistant Superintendent
Division of Adult and Career Education
CBE
Competency-Based Education
COMPETENCY-BASED COMPONENTS
for the Intergenerational Tutoring Course

<table>
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<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMUM COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong></td>
<td><strong>1.</strong> Demonstrate an understanding of classroom policies and procedures.</td>
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<tr>
<td>Understand the course content and purpose of the course.</td>
<td><strong>2.</strong> Identify course objectives and goals.</td>
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<td></td>
<td><strong>3.</strong> Discuss methods of instruction used in this class:</td>
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<tr>
<td></td>
<td>a. individualized instruction</td>
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<td></td>
<td>b. small-group cooperative learning</td>
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<td></td>
<td>c. lecture and demonstration</td>
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<td></td>
<td><strong>4.</strong> Identify role and expectations of tutor/mentors.</td>
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<td></td>
<td><strong>5.</strong> Describe the professional code of ethics, including the need for confidentiality for the protection of students, in a school setting.</td>
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<td></td>
<td><strong>6.</strong> Identify the teacher as the instructional expert and leader and discuss how volunteers work under his/her supervision and direction</td>
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<td><strong>7.</strong> Describe school emergency procedures for earthquakes and fire.</td>
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</table>

| **B. HOW THE SCHOOL SYSTEM FUNCTIONS** | **1.** Discuss how the high school system functions. |
| Understand the structure of the LAUSD high school system. | **2.** Identify requirements for high school graduation. |
|                                                          | **3.** Identify the A-G course requirements. |
|                                                          | **4.** Identify and discuss common school terminology, (e.g., Cum File, G.P.A., CAT 6, CELDT, SAT I, SAT II, CAHSEE). |
|                                                          | **5.** Identify the assessment methods used by the school system (e.g., standardized testing SAT 9). |
|                                                          | **6.** Identify content specified for the California High School Exit Exam (CAHSEE) English-Language Arts (ELA) including: |
|                                                          | a. passing score |
|                                                          | b. content areas of test (e.g., strands for reading and writing, number of questions, etc.) |
|                                                          | **2.** Identify content specified for the California High School Exit Exam (CAHSEE) mathematics including: |
|                                                          | a. passing score |
|                                                          | b. content areas of test (e.g., strands for mathematics, number of questions, etc.) |
|                                                          | **3.** Identify test-taking strategies. |
|                                                          | **4.** Interpret Student and Parent Report for the CAHSEE. |
C. OBSTACLES TO SUCCESS

Understand obstacles to success which impact academic achievement.

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<tr>
<td>1</td>
<td>Describe some serious problems and their causes that often occur during adolescence.</td>
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<tr>
<td>2</td>
<td>List some preventive methods and early intervention behaviors that could minimize the long-term impact of serious adolescent problems.</td>
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<td>3</td>
<td>Discuss some long-term effects of academic failure in children’s lives.</td>
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<td>4</td>
<td>Discuss parent involvement as an effective way to prevent school failure.</td>
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<td>5</td>
<td>Identify a long-term career goal as an effective way of keeping away from drugs, gangs and school failure.</td>
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(5 hours)

D. COMMUNICATION AND SELF-ESTEEM

Understand how an adolescent’s self-image and academic achievement are interrelated.

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<tr>
<td>1</td>
<td>Discuss the importance and need of positive self-esteem during adolescence.</td>
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<tr>
<td>2</td>
<td>Evaluate the effect of parent communication on the self-esteem of their child.</td>
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<td>3</td>
<td>Identify the effects of “negative self-esteem” on the adolescent student’s academic performance.</td>
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<td>4</td>
<td>Practice strategies to encourage and nurture a strong self-esteem in their child.</td>
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<td>5</td>
<td>Discuss the importance of grades in the adolescent’s future opportunity to attend college.</td>
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<td>6</td>
<td>Identify GPA (STAR) as one of the 5 elements necessary to attend college.</td>
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<td>7</td>
<td>Demonstrate awareness of various educational paths open to adolescent children, e.g. college, vocation educational training, etc.</td>
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(4 hours)

D. TUTORING TECHNIQUES

Understand developmentally appropriate behavior of high school aged children and demonstrate methods and materials for helping them learn.

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<tbody>
<tr>
<td>1</td>
<td>Describe important physical, social, and emotional characteristics of high school aged children.</td>
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<td>2</td>
<td>Discuss ways to help students increase their motivation to learn and develop positive attitudes toward school and academic achievement.</td>
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<td>3</td>
<td>Discuss different theories of intelligence (i.e., “multiple intelligences”).</td>
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<td>4</td>
<td>Discuss “learning styles”.</td>
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<td>5</td>
<td>Describe how to reinforce student skills through review and comprehension checks.</td>
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<td>6</td>
<td>Describe positive ways to help students improve basic academic achievement.</td>
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<td>7</td>
<td>Describe positive ways to help students improve social competency.</td>
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<tr>
<td>8</td>
<td>Demonstrate attitudes that establish rapport.</td>
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</table>
9. Demonstrate a respect for, and acceptance of, various cultural backgrounds.
10. Practice active listening skills.
11. Describe how to reward success through positive reinforcement.
12. Demonstrate the ability to attend to task.
13. Demonstrate tutoring methods that build confidence by using a student's interest and abilities, progressing from what he/she knows to what is yet to be learned.
14. Discuss the need for having materials at hand and understanding the teacher's instructions before beginning the lesson.
15. Discuss the need to confer with the teacher at a time convenient to teacher, volunteer, and class.
16. Explain reporting student progress in various areas, such as assessing attitudes, skills, learning difficulties, and behavior difficulties.
17. Demonstrate the creation and use of teaching aids that reinforce skills, such as word and number games, flash cards, audio-visual aids, and cursive and/or manuscript writing aids.
18. Discuss how to find appropriate instructional materials.
19. Discuss the importance of following a teacher's directions carefully.
20. Discuss the importance of maintaining open lines of communication with the teacher.

(10 hours)

E. HELPING STUDENTS READ

Demonstrate basic reading techniques that assist students in developing reading skills.

1. Define reading as a complex system of deriving meaning from print that requires:
   a. an understanding of how speech sounds are related to print
   b. decoding (word identification) skills
   c. fluency
   d. vocabulary and background knowledge
   e. active comprehension strategies
   f. a motivation to read

2. Identify the components of reading:
   a. phonemic awareness
   b. decoding
   c. fluency
   d. vocabulary
   e. comprehension

3. Identify the components of reading instruction:
   a. phonemic awareness training
   b. phonics instruction
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| c. | fluency development  
| d. | vocabulary development  
| e. | comprehension-strategies instruction |
| 4. | Develop a familiarization with the adult school's reading program.  
| 5. | Discuss how children learn to identify letters of the alphabet.  
| 6. | Discuss different methods for teaching reading, such as phonics, the whole word approach, etc.  
| 7. | Define consonants and consonant blends.  
| 8. | Define long vowels, short vowels, and vowel combinations.  
| 9. | Describe activities for teaching phonics.  
| 10. | Describe word families.  
| 11. | Discuss context clues.  
| 12. | Know how to use all parts of a dictionary.  
| 13. | Discuss multiple meanings of words.  
| 14. | Define synonym and antonym.  
| 15. | Demonstrate vocabulary activities to use with students.  
| 16. | Discuss common reading problems of English Language Learners (ELL) students.  
| 17. | Discuss how a volunteer can help an ELL student.  
| 18. | Discuss the steps in directed reading: readiness, guided silent reading and comprehension check, and development of skills.  
| 19. | Discuss the concept of the main idea of a story or paragraph.  
| 20. | Identify supporting details in a story.  
| 21. | Identify figures of speech and symbolic language.  
| 22. | Differentiate between fact and opinion.  
| 23. | Select conclusions from information provided in the reading material.  
| 24. | Demonstrate activities for correcting reading difficulties. |

(14 hours)

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### F. HELPING STUDENTS WITH MATH

Review math skills and develop techniques that assist students in understanding mathematics.

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| 1. | Demonstrate a familiarization with the school's mathematics program.  
| 2. | Identify and define the attributes of geometric figures: such as circle, square, triangle, rectangle, rhombus, and cube.  
| 3. | Prepare and present an experiential activity with geometric figures.  
| 4. | Demonstrate the concept of the number line and counting on the number line.  
| 5. | Explain how to perform simple addition and subtraction using counting sticks or other manipulative.  
| 6. | Identify techniques for teaching the concepts of greater than (>) and less than (<).  

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7. Demonstrate a technique for teaching place value to children.
8. Demonstrate a technique for teaching addition and subtraction of two digit numbers.
9. Describe the concept of classifying, and demonstrate one game that demonstrates this concept.
10. Calculate place value in the context of multiplication and division.
11. Perform simple multiplication and division with and without a hand calculator.
12. Demonstrate one game involving simple multiplication or division.
13. Demonstrate a simple mental arithmetic game that involves addition, subtraction, multiplication and/or division.
14. Compute two and three digit multiplication and division problems and check with and without a hand calculator.
15. Estimate answers to arithmetic problems that involve two or three digit numbers and check answers with a hand calculator.
16. Demonstrate two techniques or games that require a child to practice estimation.
17. List base measures of length, weight, and volume in metric and/or standard measure.
18. Perform one activity involving measurement that is suitable for children in grades three and four.
19. Demonstrate simple and equivalent fractions using fraction wheels, Cuisenaire rods, or other resource material.
20. Demonstrate the addition, subtraction, multiplication and division of simple fractions with like and unlike denominators.
21. Demonstrate a game or activity that involves the use of fractions.
22. Demonstrate how manipulatives such as fraction wheels and Cuisenaire rods can be used to help a child solve a practical word problem involving simple fraction facts.
23. Demonstrate the concept of simple graphs such as line, bar, and circle.
24. Explain decimals using the concepts of place value and parts of a whole.
25. Solve addition, subtraction, multiplication, and division problems involving decimals.
26. Demonstrate the concept of percent.
27. Express a part of a whole as a fraction, decimal, and percent.
28. Demonstrate how to load and run computer programmed school material.
29. Complete exercises on an individualized computer program in basic mathematics.

(14 hours)
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<th>G. EVALUATION</th>
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<td>1. Facilitate student evaluation of mentor.</td>
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<td>2. Discuss evaluation with mentor.</td>
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<tr>
<td>3. Identify areas of success and areas of needed improvement.</td>
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<tr>
<td>4. Facilitate mentor evaluation of student(s).</td>
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<tr>
<td>5. Discuss evaluation with student(s).</td>
</tr>
<tr>
<td>6. Identify areas of success and areas of needed improvement.</td>
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(2 hours)
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of Competencies

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

Systems

• Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
• Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
• Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

Technology

• Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
• Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
• Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills

• Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
• Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
• Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
• Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
• Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
• Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills

• Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
• Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
• Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
• Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
• Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
• Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

**Personal Qualities**

- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
FOCUS AND PREPARE THE TUTOR-MENTOR

Objective: This lesson plan focuses older adults on the population with which they will be dealing in order to provide background, and common purpose within the tutor-mentoring group:

Older Adult Tutor-Mentors will explore their attitudes and conceptions of “at-risk adolescents” in contrasting their beliefs with the reflections of a teacher who has spent 24 years in the profession and now works as an LAUSD Program Expert.

Background:

Older Adults have made the commitment to tutor-mentor adolescents who are in need of academic coaching and emotional support. As the orientation begins, older adult tutor-mentors are asked to discuss their ideas about what these kids will be like, what problems they may be dealing with, and what resources they will need to prepare themselves for the tasks ahead.

As older adult tutor-mentors share their ideas, they will become acquainted with other tutor-mentors, articulate their belief systems, and compare/contrast their systems with those of an experienced educator.

Activity:

1. Divide the group of OATMs into pairs.
2. Distribute to each OATM the following list of questions:
   a. What characteristics would you attribute to an “at-risk” young adult?
   b. What skills would an Older Adult Tutor-Mentor need to possess to be helpful to these students?
   c. What problems do you believe “at-risk” students face in learning basic skills?
   d. What problems do you believe you as an Older Adult Tutor-Mentor might face in working with these students?
3. Request that each OATM interview the other, recording the responses the partner makes, on the sheet of paper. Allow for five to ten minutes per interview.
4. After each pair has completed the mutual interview, join the entire group together in a circle.
5. Each pairing introduces the ideas of the other to the larger group.
6. The teacher records the responses on a large white board or white sheet, noting commonalties in responses.
7. When all introductions have been made and responses recorded, the teacher passes out the Interview: Joe Provisor, (pages 18-19) which is read aloud by two volunteer partners.
8. Teacher leads a discussion based on comparing and contrasting what was contributed by OATM with Provisor’s statements.
9. Teacher provides an assessment sheet for each OATM to privately assess the interviewing experience, what was learned, and what needs are presenting themselves in this context.
LESSON PLAN (continued)

Resources

The resources for this lesson include:

1. A White board or large white sheet to record responses
2. Handouts with questions to be asked of older adult tutor-mentors in partnering
3. Handouts with the Provisor interview to be read aloud and discussed
4. Assessment sheets to be completed by each OATM at conclusion of activity.

Teacher Tips

Feeling comfortable in one-on-one pairings will be very important as older adult tutor-mentors begin the task of tutor-mentoring. Try to make sure pairs do not know each other, so that they can experience working through the awkwardness of first meeting.

Travel from pair to pair to listen in and to be helpful when a question needs answering, but try to float from pair to pair, rather than spend an inordinate amount of time within any one group. Note who is having difficulty and who is moving quickly. Let the group know the activity is being timed, but that it is important to allow each partner to fully respond to each question.

Make notes as to the strengths that emerge from the group as they present. Some OATM may be quiet and shy, others more openly confident. Make sure that all responses are recorded on the white board and that each OATM is equally important.

Assessment

Pass this assessment sheet out at the end of the activity for each older adult tutor-mentor to fill out in class privately before leaving.

This assessment will be placed within each older adult tutor-mentor’s personal folder.

ASSESSMENT QUESTIONS:

Please take a moment as you leave orientation today to reflect on the following and respond here in writing. Be as honest as you can possibly be.

1. What was easy for you in working with your partner today?
2. What did you find to be difficult in working with your partner today?
3. What insights did you receive today about adolescents that you did not have before this class today?
4. What excites you about working with the young student you will be meeting?
5. What resources will you bring to your work with the young student?
6. In what areas will you need help to work with the young student?
7. How can the teacher help you as you continue in this orientation?
Interview: Joe Provisor

Interviewer: Fjaere C. Nilssen-Mooney

“I spent twenty-four years as a middle school teacher. I also served as a counselor and Impact coordinator for eleven years. Impact involves providing groups for students touched by alcohol/drug use, their own or in the family, as well as groups for students experiencing other difficulties: grief, loss, relationship issues.”

1. What characteristics would you attribute to an “at-risk” young adult.

   Children at are risk when they don’t feel connected to a community, particularly one that holds them in unconditional positive regard. Only when a a child feels that he is part of something larger and more meaningful will he or she make the effort to transform their energies in service to that community.

   The most prominent determinant of resilience in young people is their ability to form a relationship with a caring, grounded adult.

2. What skills would an older adult tutor-mentor need to possess to be helpful to these students?

   Active listener; competent in the subject area being tutored (a love for it); consistency

3. What problems do you believe “at-risk” students face in learning basic skills?

   A history of failure leaves them with no place to begin. The tutor must provide learning experiences that will guarantee success in the early stages, and the material must be of high interest. The tutor must be able to connect the material and the skills to the student’s life experience and felt needs.

4. What problems might an older adult tutor-mentor face in working with these students?

   When children feel cut off from caring adults and see no evidence that such people exist, they will feel trust when they walk into the room for tutoring. These adults must establish trust first.

5. What tools could be provided to help older adult tutor mentoring with tutoring mentoring?

(52-11-70)
Don’t know.

6. What support staff could be important in this process?

   Tutors should have some form of supervision so that they can discuss with each other and with a supervisor what is coming up with the students. Tutors need community too.

7. What would motivate an older adult to be a tutor-mentor?

   I would hope that an older adult would be in the “give-away place,” Erickson’s generativity phase.

8. How could an administrator or counselor be involved in an intergenerational tutoring program?

   Providing relevant information about students to the tutors and showing the students that they, too, are in the community of people who see the students as successful.

9. Would you be willing to recommend this program to older friends who you believe might also be capable tutor mentors?

   I’ll have to see the program design.
LESSON PLANS

Multiple Intelligences

Objectives:

At the conclusion of this lesson, older adult tutor-mentors will have:

1. defined intelligence in the context of Howard Gardner’s “multiple intelligence theory.”
2. completed an multiple intelligence inventory so as to identify their personal intelligence proclivities.
3. listed the eight multiple intelligences, with examples of each.
4. discussed application of multiple intelligence in the context of tutor-mentoring: building a portfolio of student multiple intelligence documents.
5. created a list of potential student multiple intelligence documents for portfolio.

Background

We are often quick to assume that because a student has difficulty scoring well on tests, completing written assignments, computing basic math equations that the student is not intelligent. In re-examining the definition of intelligence, we discover that it is possible to be intelligent in many ways. As we tutor the student to pass the tests and to refine the information he or she needs to complete his or her education, we will also be providing introductory opportunities for the student to explore other facets of his or her intelligence. These exercises will be collected within a portfolio that can provide insight into the student’s personal intelligences, which will serve to build confidence and strengthen mentoring bonds. The older adult tutor-mentor will be in an ideal position to identify talents that might have been undetected and unsupported in the larger academic system. It is increasingly substantiated that the use of Howard Gardner’s Multiple Intelligence Theory enhances self-esteem, and provides greater self-insight, focus and ability to succeed in all academic endeavors.

Activities

1. After greeting the class, pass out A Multiple Intelligence Inventory for Adults (pages 22-23) and have older adult tutor-mentor complete inventory. Time: 10-15 minutes.
2. When finished, ask older adult tutor-mentor to count the number of checks they made under each category. Which category had the largest number of checks? Record each older adult tutor mentor’s response to this question on the white board.
3. Discuss the diversity of the group.
4. Teacher writes definition of Multiple Intelligences on the board and discusses MI Theory Summary Chart (page 24)
5. Teacher passes out High-Acieving People Facing Personal Challenges chart (page 25). Older adult teacher-mentors examine each intelligence and refer to those individuals in the “high-end states” of each intelligence.
6. Teacher discusses those people who were poor academic students (i.e., Einstein, etc).
7. Teacher writes each intelligence on the board. Next to each intelligence, teacher will write a 10-15 minute activity that involves the use of that intelligence, which could be undertaken by older adult tutor-mentors with their students.
8. Teacher passes out folders to each older adult tutor-mentor and discusses the use of portfolio to collect multiple intelligences activities
9. Teacher erases board, lists activities and asks the question to older adult tutor-mentors, “Which intelligence is employed through this activity?”
LESSON PLANS (continued)

10. Teacher then erases board, lists intelligences, passes out Summary of the Eight Ways of Teaching chart (page 26) as older adult tutor-mentors come up with 10-15 minute activities for each intelligence.

11. Older adult tutor-mentors complete assessment at close of class to place in their personal folders with their Multiple Intelligence Inventory sheets.

Resources
The resources for this lesson include:

1. Whiteboard, marker and eraser
2. Handouts
3. Assessment Forms

Teacher Tips

1. Make sure that the older adult tutor-mentors have ample time to complete their Multiple Intelligences Inventories.
2. Please have older adult tutor-mentors read aloud from handouts whenever possible.
3. Make sure that the older adult tutor-mentors are seated in circular fashion so that everyone can see each other.
4. If older adult tutor-mentors seem to draw a blank when thinking of activities that relate to MI, make sure you have your own stories to tell about the different intelligences in yourself and how it is that you have utilized them.
5. It is important to emphasize the importance of the portfolios which will contain not only practice tests and drill sheets for language arts, reading and math coaching sessions, but drawings, song lyrics, and personality quizzes. Emphasizing the role of mentoring is equally important to tutoring.
6. Be open to fielding questions that may come up on this subject while continuing to focus on informing older adult tutor-mentors on the definition and practice of Multiple Intelligences.

Assessment Worksheet

1. If asked, can I provide my own definition of Multiple Intelligence Theory?
2. In completing the Multiple Intelligence Inventory today, which intelligences seemed to be the ones with which I am most confident?
3. With which intelligences have I little experience?
4. Which intelligences would I like to explore more?
5. How do I believe I could relate Multiple Intelligences to the young student with whom I will work?
6. How could Multiple Intelligences make the young student feel better about him/herself?
7. What did I get out of today’s class?
8. What more am I needing to learn and/or practice to get ready for the arrival of the young student?
9. How can the teacher help me in my preparation?
10. Are there any questions on my mind that have come up as a result of today’s class?
A MULTIPLE INTELLIGENCE INVENTORY FOR ADULTS

Check those statements that apply in each intelligence category. Space has been provided at the end of each intelligence for you to write additional information not specifically referred to in the inventory items.

**Linguistic Intelligence**

- _____ Books are very important to me.
- _____ I can hear words in my head before I read, speak, or write them down.
- _____ I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- _____ I enjoy word games like Scrabble, Anagrams, or Password.
- _____ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
- _____ Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- _____ English, social studies, and history were easier for me in school than math and science.
- _____ Learning to speak or read another language (e.g., French, Spanish, German) has been relatively easy for me.
- _____ My conversation includes frequent references to things that I've read or heard.
- _____ I've written something recently that I was particularly proud of or that earned me recognition from others.

**Other Linguistic Abilities:**

**Logical –Mathematical Intelligence**

- _____ I can easily compute numbers in my head.
- _____ Math and/or science were among my favorite subjects in school.
- _____ I enjoy playing games or solving brainteasers that require logical thinking.
- _____ I like to set up little “what if” experiments (for example, “what if I double the amount of water I give to my rosebush each week?”).
- _____ My mind searches for patterns, regularities, or logical sequences in things.
- _____ I'm interested in new developments in science.
- _____ I believe that almost everything as a rational explanation.
- _____ I sometimes think in clear, abstract, wordless, imageless concepts.
- _____ I like finding logical flaws in things that people say and do at home and work.
- _____ I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

**Other Logical-Mathematical Abilities:**
A MULTIPLE INTELLIGENCE INVENTORY FOR ADULTS (continued)

Spatial Intelligence

_____ I often see clear visual images when I close my eyes.
_____ I’m sensitive to color.
_____ I frequently use a camera or camcorder to record what I see around me.
_____ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
_____ I have vivid dreams at night.
_____ I can generally find my way around unfamiliar territory.
_____ Geometry was easier for me than algebra in school.
_____ I can comfortably imagine how something might appear if it were looked down on from directly above in a bird’s-eye view.
_____ I prefer looking at reading material that is heavily illustrated.

Other Spatial Abilities:

Bodily-Kinesthetic Intelligence

_____ I engage in at least one sport or physical activity on a regular basis.
_____ I find it difficult to sit still for long periods of time.
_____ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
_____ My best ideas often come to me when I’m out for a long walk or a jog, or when I’m engaging in some other kind of physical activity.
_____ I often like to spend my free time outdoors.
_____ I frequently use hand gestures or other forms of body language when conversing with someone.
_____ I need to touch things in order to learn more about them.
_____ I enjoy daredevil amusement rides or similar thrilling physical experiences.
_____ I would describe myself as well coordinated.
_____ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Other Bodily-Kinesthetic Abilities:
<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Core Components</th>
<th>Symbol Systems</th>
<th>High End-States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Sensitivity to the sounds, structure, meanings, and functions of words and language</td>
<td>Phonetic languages (e.g., English)</td>
<td>Writer, orator (e.g., Virginia Woolf, Martin Luther King, Jr.)</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning</td>
<td>Computer languages (e.g., Basic)</td>
<td>Scientist, mathematician (e.g., Madame Curie, Blaise Pascal)</td>
</tr>
<tr>
<td>Spatial</td>
<td>Capacity to perceive the visual-spatial world accurately and to perform transformations on one’s initial perceptions</td>
<td>Ideographic languages (e.g., Chinese)</td>
<td>Artist, architect (e.g., Frida Kahlo, I.M. Pei)</td>
</tr>
<tr>
<td>Bodily-Kinesthetic</td>
<td>Ability to control one’s body movements and to handle objects skilfully</td>
<td>Sign languages, braille*</td>
<td>Athlete-dance, sculptor (e.g., Martha Graham, Auguste Rodin)</td>
</tr>
<tr>
<td>Musical</td>
<td>Ability to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness</td>
<td>Musical notational systems, Morse Code</td>
<td>Composer, performer (e.g., Stevie Wonder, Midori)</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people</td>
<td>Social cues (e.g., gestures and facial expressions)</td>
<td>Counselor, political leader (e.g., Carl Rogers, Nelson Mandela)</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Access to one’s own “feeling” life and the ability to discriminate among one’s emotions; knowledge of one’s strengths and weaknesses</td>
<td>Symbols of the self (e.g., in dreams and artwork)</td>
<td>Psychotherapist, religious leader (e.g., Sigmund Freud, the Buddha)</td>
</tr>
<tr>
<td>Naturalist</td>
<td>Expertise in distinguishing among members of a species; recognizing the existence of other neighboring species; and charting out the relations, formally or informally, among several species</td>
<td>Species classification systems (e.g., Linnaeus); habitat maps</td>
<td>Naturalist, biologist, animal activist (e.g., Charles Darwin, E.O. Wilson, Jane Goodall)</td>
</tr>
<tr>
<td>Intelligence</td>
<td>LD</td>
<td>CD</td>
<td>ED</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Linguistic</td>
<td>Agatha Christie</td>
<td>Demosthenes</td>
<td>Edgar Allan Poe</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>Albert Einstein</td>
<td>Michael Faraday</td>
<td>Charles Darwin</td>
</tr>
<tr>
<td>Bodily-Kinesthetic</td>
<td>Auguste Rodin</td>
<td>Admiral Peary</td>
<td>Vaslav Nijinsky</td>
</tr>
<tr>
<td>Musical</td>
<td>Sergei Rachmaninoff</td>
<td>Maurice Ravel</td>
<td>Robert Schumann</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Nelson Rockefeller</td>
<td>Winston Churchill</td>
<td>Harry Stack Sullivan</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>General George Patton</td>
<td>Aristotle</td>
<td>Friedrich Nietzsche</td>
</tr>
<tr>
<td>Naturalist</td>
<td>Linnaeus</td>
<td>Erasmus Darwin</td>
<td>Gregor Mendel</td>
</tr>
</tbody>
</table>

Note: LD= learning difficulties; CD= communication difficulties; ED= emotional difficulties; PD= physical difficulties; HD= hearing difficulties; SD= sight difficulties
<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Teaching Activities (examples)</th>
<th>Teaching Materials (examples)</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>Lectures, discussions, word games, storytelling, choral reading, journal writing</td>
<td>Books, tape recorders, typewriters, stamp sets, books on tape</td>
<td>Read about it, write about it, talk about it, listen to it</td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td>Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking</td>
<td>Calculators, math manipulatives, science equipment, math games</td>
<td>Quantity it, think critically about it, put it in a logical framework, experiment with it</td>
</tr>
<tr>
<td><strong>Spatial</strong></td>
<td>Visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization</td>
<td>Graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library</td>
<td>See it, draw it, visualize it, color it, mind-map it</td>
</tr>
<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td>Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises</td>
<td>Building tools, clay, sports equipment, manipulatives, tactile learning resources</td>
<td>build it, act it out, touch it, get a “gut feeling of it, dance it</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>Rhythmic learnings, rapping, using songs that teach</td>
<td>Tape recorder, tape collection, musical instruments</td>
<td>Sing it, rap it, list to it</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Cooperative learning, peer tutoring, community involvement, social gatherings, simulations</td>
<td>Board games, party supplies, props for role plays</td>
<td>Teach it, collaborate on it, interact with respect to it</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Individualized instruction, independent study, options in course of study, self-esteem building</td>
<td>Self-checking materials, journals, materials for projects</td>
<td>Connect it to your personal life, make choices with regard to it, reflect on it</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>nature study, ecological awareness, care of animals</td>
<td>Plants, animals, naturalists’ tools (e.g., binoculars), gardening tools</td>
<td>Connect it to living things and natural phenomena</td>
</tr>
</tbody>
</table>
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

LAUSD/DACE RESOURCES

The following materials are available from the Adult Curriculum Office (213) 241-3716. A complete listing of accompanying instructional materials for these courses is available at http://abe.adultinstruction.org and http://ase.adultinstruction.org

Adult Basic Education

Reading
53-03-61 Basic Reading- Beginning Course Outline, September, 2002.
53-03-61 Basic Reading- Intermediate Course Outline, October, 2002.
53-03-63 Basic Reading- Advanced Course Outline, September, 2003.

Language Arts
53-03-81 Basic Language Arts- Beginning Course Outline, January, 2006.
53-03-82 Basic Language Arts- Intermediate Course Outline, October, 2002.
53-03-83 Basic Language Arts- Advanced Course Outline, September, 2003.

Mathematics
53-03-72 Basic Math- Intermediate Course Outline, August, 2003
53-03-74 Mathematics/Fundamental Math Review Course Outline, April, 2005.

Adult Secondary Education


ONLINE RESOURCES

http://abe.adultinstruction.org
http://ase.adultinstruction.org
www.cde.ca.gov/statests/cahsee/index/html

SOFTWARE

http://www.kaplank12.com Kaplan Essential Skills: A supplemental program to support classroom instruction, this program uses a two-step process to first instruct the student, and then uses a practice component to check for understanding.
SOFTWARE (continued)

http://www.carnegielearning.com/products.cfm  Cognitive Tutor:  A software program that combines individualized computer lessons with real-world problem-solving activities. Students spend about 40% of their class time using the software, and the balance of their time engaged in classroom problem-solving activities.

EXAMPLES OF INTERGENERATIONAL PROGRAMS FOR SENIORS AND YOUTH

Service Leader
http://www.serviceleader.org

Many organizations want to bring people of different ages together as part of the agency's mission. Often, these programs involve senior volunteers working with youth. There are many examples of such programs, and these web sites offer profiles of not only some of these programs, but also tips for bringing senior volunteers and youth together.

Illinois-Intergenerational Initiative
http://www.siu.edu/offices/iii/

Explores ways to strengthen the intergenerational infrastructure in Illinois from the Illinois Board of Higher Education and Southern Illinois University. They want to be a starting point for discussion that can lead to a better understanding of other generations. The website compiles a large amount of publications regarding service learning of all ages, intergenerational technology programs, older learner programs, after-school-programs, involving retirees in workforce preparation etc.

University of Pittsburgh Generations Together - An Intergenerational Studies Program
http://www.gt.pitt.edu/

An Intergenerational Studies institute with services and resources of interest to professionals exploring the interaction between children, youth, and older adults.

University of Pittsburgh Generations Together - An Intergenerational Studies Program
http://www.gt.pitt.edu

The following GT programs are in place:

Intergenerational Arts & Educational Program: uses the skills of the community's old master artists in schools and other community settings.

Youth Community Service Programs: Youth serve frail elderly in a variety of settings nursing homes, adult day care facilities, and individual residences.

Center for Intergenerational Learning
http://www.temple.edu/CIL/
EXAMPLES OF INTERGENERATIONAL PROGRAMS FOR SENIORS AND YOUTH (continued)

This center provides a number of intergenerational programs and information:

- **Across Ages**: A drug prevention program for high-risk middle school youth that involves older people as mentors to students.
- **Full Circle Theaters**: An intergenerational ensemble of teens and elders addresses social issues through improvisational theater.
- **Time Out**: College students provide respite to families caring for frail elders.
- **Project WRITE**: College students help elders enhance their reading and writing skills.
- **Project SHINE**: Students provide language, literacy and citizenship tutoring for elderly immigrants and refugees.

**Generations Incorporated**
http://www.generationsinc.org/

A nonprofit organization committed to intergenerational programming. Activities include:

- **Generation Clubs**: The program model facilitates long-term, one-on-one relationships between urban youth and isolated elders.

**After School Program**: The After School Program brings a group of older adults into a school or community site to work one-on-one with elementary children reading below grade level and to work with middle school students who have been identified as academically at risk.

**Generations United**
http://www.gu.org

The premier national organization that focuses solely on promoting intergenerational strategies, programs, and policies and advocating for the mutual well-being of children, youth, and older adults. Generations United maintains the nation’s largest resource library and database of intergenerational programs. GU has also been designated as the national clearinghouse for intergenerational Learn and Serve-programs.

**Brookdale Center on Aging of Hunter College** (Intergenerational Programs)

- **Intergenerational Life History Project**: high school students are linked to homebound elderly.
- **Intergenerational Language Learning**: senior citizens who are native speakers of foreign languages help Hunter College undergraduates improve their ability to speak and understand foreign languages.
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES (continued)

EXAMPLES OF INTERGENERATIONAL PROGRAMS FOR SENIORS AND YOUTH (continued)

Intergenerational World War II Veterans Project: links veterans of World War II with undergraduates and high school students for the purpose of helping the students gain a better understanding of the period both in the military and on the home front.

Intergenerational "Remembering Old New York" Project: linked high school students with retired working class people who had lived most of their lives in New York City.

Intergenerational Program for Health Careers in Aging: links high school students with nursing homes and hospitals with the purpose of helping students clarify their career goals and to help recruit youth into the field of gerontology.

Rainbow Bridge
http://www.rainb.org/programs2.html

Initiating and cultivating ongoing relationships between nursing home elders and youth, families, individuals and community organizations. They have produced Rainbow Bridge, An Intergenerational Musical. Current programs:

Family and Elders Program: facilitates the matching of volunteers, including youth, adults, and families, who become companions, advocates, and families for nursing home elders who have little or no visitation.

Youth and Elders Program: facilitates regular visitation between school classes and other youth groups and nursing home elders.

Linking Lifetimes - A National Intergenerational Mentoring Initiative
Center for Intergenerational Learning - Temple University
http://www.temple.edu/CIL/ResourcesProducts.html

Across Ages - An Intergenerational approach to drug prevention
Center for Intergenerational Learning - Temple University
http://www.temple.edu/CIL/ResourcesProducts.html

Open Doors, Open Hearts - A Guide to Bringing Long-Term Care Residents and Young People Together - Center for Intergenerational Learning - Temple University
http://www.temple.edu/CIL/ResourcesProducts.html

RESOURCE MATERIALS


SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)


RESOURCE MATERIALS (continued)


RESOURCE PERSONS

Subject area adviser
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Demonstration and discussion
B. Whole group and small group instruction and activities
C. Cooperative learning strategies
D. Multimodal and multimedia presentations

EVALUATION

A. Oral and written tests
B. Individual and group projects based on the Competency Areas of this course outline
C. Teacher observation and evaluation
D. Student self-evaluation
TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name ____________________________ Date ____________________________

School ____________________________ Contact Number ____________________________

Feedback

Course Number and/or Title of Course ____________________________________________

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This outline is easy to use.</td>
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<tr>
<td>2. This outline contains appropriate content for the course.</td>
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<tr>
<td>3. This outline reflects the needs of my students.</td>
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<tr>
<td>4. This outline reflects the current educational standards.</td>
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<tr>
<td>5. I use this outline to plan my lessons.</td>
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<tr>
<td>6. I use the materials/textbook suggested for use with this course.</td>
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<tr>
<td>7. The materials/textbooks suggested for use with this course correlate with the competencies.</td>
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</tbody>
</table>

Comments for above statements:
Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?

2. What is the most helpful section or feature of this course outline? Why?

3. What section or feature of this course outline do you use the least? Why?

4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
<th>Page Number</th>
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<tbody>
<tr>
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Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Building, 18th Floor, Room 185.
Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.