



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Welcome to New Teacher Orientation 2024 Winter Term

January 22 – April 25

*No Evening Classes:
Tuesday, February 27 – Precinct Caucuses*



Agenda

10:00 -11:40 About CLUES

- Introduction of CLUES Staff & New Volunteers
- CLUES Overview
- Classes
- Students
- Volunteer Responsibilities
- Curriculum
- Teaching Adults

11:40 – 12:00 Break

Feel free to go to the bathroom, get coffee, etc.

12:00 – 1:30

- Zoom Training, Q&A, Hands-On Zoom Training

Which dog are you today?





COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Introductions

CLUES Education Staff and Programs



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

CLUES Staff



Roz Johnson

Adult Education Supervisor

rjohnson@clues.org

Programs: ESL, Citizenship, Digital Literacy



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

CLUES Staff



Mark Hanson

Adult Education Programs Coordinator

mhanson@clues.org

Programs: ESL, GED

AM Classes



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

CLUES Staff



Trisha McIntyre

Adult Education Programs Coordinator

tmcintyre@clues.org

Programs: ESL, Citizenship

PM Classes



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

What is CLUES?



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

CLUES

1981: Chicanos Latinos Unidos en Servicio is established to provide Mental Health Services in the West Side of St. Paul with 4 staff

Our Mission: CLUES advances social and economic equity and wellbeing for Latinos by building upon our strengths and cultures, uplifting our community, and activating leadership for systemic change.

Our Vision: A Latino community that is growing in strength and unity, with diverse and amplified voices, equal representation, and the resources needed to lead healthy and thriving lives.

Check out CLUES' History & Timeline @ www.clues.org



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Locations



- St. Paul: 797 East 7th St.
- Minneapolis: 777 East Lake St.
- Austin: 111 Main St. N
- Willmar: 324 3rd Street SW #2
- Virtually!



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Programs & Services

- Financial Empowerment
- Behavior Health Services
- Parenting Support
- Aging Well Services
- Community Resource Navigation
- Employment Services
- Workforce Development
- Civic Engagement
- EDUCATION!
- Many more...





COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Our Students



Students

Who CLUES Serves: Our services focus on the Latino family, yet our experience and capabilities enable us to serve individuals and families from all walks of life including new immigrants and low-income families who dream of a better future.

Our students: Most are Spanish-speaking, but we also have Somali and other populations in our classes.

Ages: Classes are for adults; children may be present

Becoming a Student

- **Student Registration**

- Online process: www.cluesclasses.com
- Ongoing registration; you may see new students throughout the term
- Lots of interest for online classes!

- **Student Placement**

- Students take an in-person test (CASAS - Comprehensive Adult Student Assessment Systems)
- Based on test score, placed in level 1- *Beginning*, 2 - *Intermediate*, 3 – *Advanced*
- We need your feedback to ensure students are in the correct class

- **Student Progress**

- Test after every 40 hours of class they attend



In the Classroom

- **Size**
 - Classes can have from 5-20 adult learners depending on the level and schedule.
 - Larger classes at the beginning of the term.
 - We try to maintain a small class size for increased individual instruction.
- **Structure**
 - **2 hours long**
 - Short break (5-10 mins) in the middle. Students and teachers have a chance to turn off their cameras and walk away from the computer for a few minutes.
 - Keep students in Zoom during break. No need to leave and re-enter.
 - The class is informal, yet the content is structured.
- **Class Materials for Students**
 - Provided to students on website at the end of the week
 - GogyUp reading, no homework
 - www.cluesclasses.com



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

In the Classroom



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

CLUES Adult Basic Education Zoom Class Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
10 am – 12 pm	English Conversation	English	English	English	Computer
		GED			English Pronunciation
6 pm – 8 pm	English Conversation	English	English	English	X
	Citizenship				
	Computer				



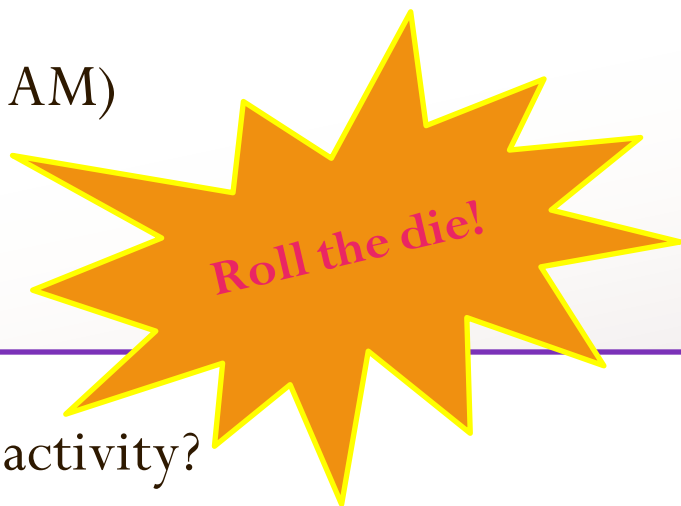
COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Introductions

New Volunteer Teachers!

Introduce Yourself

1. Name
2. When you will teach? (i.e. level 2 on Tues AM)
3. Program (ESL, GED, Citizenship)
4. Tell us about your teaching experience
5. Answer a question:



- 1: What is your favorite hobby or free time activity?
- 2: What inspired you to volunteer at CLUES?
- 3: If you could travel to anywhere in the world, where would you go?
- 4: Tell us about your most memorable learning experience or teacher.
- 5: Tell us about one talent you have.
- 6: What is one positive thing you experienced or learned during the pandemic?

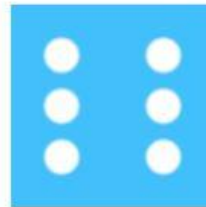


COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Introduce Yourself

Online Dice & Coin Flip

Roll Die



Click the button or the dice to roll it

<https://freeonlinedice.com/>



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

5-Minute Break





COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Volunteer Responsibilities



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Volunteer Responsibilities

The MN Department of Education requires volunteer teachers to complete training within the first month of volunteering. Most current training information is here:

<http://clueseducation.com/training.php>

- If you complete a training or get an applicable certification, let us know! CLUES must document your training per MN Department of Education requirements.



Volunteer Responsibilities

- ✓ **Arrive** prior to class start time.
 - Please arrive 15-30 minutes **early** to prepare

- ✓ **Plan** your lesson. Look at www.clueseducation.com for
 - Curriculum and lesson objectives
 - PowerPoint presentation. Feel free to use your own materials also!
 - Lesson report from previous day

- ✓ **Teach** lesson (**2 hours** with 5-10 min break in the middle). Cameras must be on.

- ✓ **Complete lesson report** for continuity of classes.



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Volunteer Responsibilities

- **Be flexible with the demands of the day**
 - Students may ask you a question you aren't expecting
 - You do not need to finish all the material in the presentation
 - Try to achieve lesson objectives
- **Maintain appropriate student-teacher relationships**
 - Never give out personal information (like a phone number) to a student. Students should know this too.
 - All students are connected to their coordinator on Remind. If you need to send something to students, please have a coordinator send it.
- **Absences**
 - Keep Education Department staff emails handy
 - AM: mhanson@clues.org / rjohnson@clues.org
 - PM: tmcintyre@clues.org / rjohnson@clues.org
 - See "Our Team" on www.clueseducation.com site
 - Let staff know as soon as possible if you will be unable to teach!
 - Remind App
 - AM Mark - remind.com/join/volclues
 - PM Trisha - remind.com/join/cluesvolun



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Volunteer Responsibilities

- **Midterm Teacher Meetup**
- Saturday, March 2 10:30 a.m. - 12 p.m.
- Zoom
- Opportunity for teachers to share tips, tricks, ask questions, etc.



Volunteer Responsibility: Student Attendance

- All state and federal funding for Adult Basic Education (ABE) is measured through “Student Contact Hours.”
- Coordinators take attendance and track hours.
- Want to know who was in class the day before? Just ask us!

Teacher Bios

- Get to know your students and them you!
- Studies show that positive teacher-student relationships enhanced nearly every measurable aspect of academic success.
- Please send us a picture and short biography about yourself.
- If you don't have a picture, we can take one of you in Zoom.
- Your info will be posted on our student website:
<https://www.clueclasses.com/teachers.html>



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Teacher Intro Slide

- Please share this slide for the first few weeks of your class.
- Things you can include on your slide:
 - First name
 - Where you are from
 - Something interesting about you
 - Your experience with teaching, learning Spanish, travelling, etc.
 - Feel free to personalize your slide by adding pictures, color, changing fonts, etc.
- Don't have PowerPoint or a way to create an introduction slide? Let us know so we can help!
- Full details here: www.clueseducation.com

(Example Slide) Hello and Welcome!



- My name is Trisha.
- I am from Minnesota.
- I am your English teacher on Monday nights.
- I have 12 years of experience teaching English.
- I have a chihuahua named Gremmy. He is from the Dominican Republic.
- I learned to make tostones (fried plantain) in the Dominican Republic.
- I am a student at Hamline University in St. Paul.



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Curriculum



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

CLUES Volunteer Website

www.clueseducation.com

- No username or password required
- Curriculum / PowerPoints
- Lesson Reports
- Announcements



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Curriculum

Located on *clueseducation.com*

FILL OUT Lesson Report

READ Lesson Report

Curriculum

- [Distance Learning PowerPoints](#)
- [Level 1 and 2 Distance Learning Curriculum](#)
- [Level 3 Distance Learning Curriculum](#)



Week 1: Getting to Know you

	Daily Objectives	Activities for Practice
Day 1	<p>Conversation Questions: How was your winter break What do you like to do for fun? What are you good at? Where are you from? What do you think about the Twin Cities? Are you working at the moment? If not, do you want to be? What is your dream job? What is your favorite kind of music? What type of TV shows do you watch? What is your favorite food? Why are you taking English classes? Do you like to work in groups or alone? What is your favorite subject/topic?</p>	
Day 2	<p>Learn to introduce themselves by saying their name (<i>Hello, my name is Bob. What is your name?</i>).</p> <p>Learn useful expressions in the classroom</p> <p>Speak and read the words for people and objects commonly found in a classroom (<i>teacher, student, table, chair, paper, pen, etc...</i>)</p>	<p>Say, "My name is _____. What is your name?" Point to or ask a student. The student answers the question with their name, asks the question of another student. Repeat until all students have asked and answered. Point to a student and ask, "What is his/her name?" Repeat.</p> <p>Identify and label common classroom objects. Discuss how to use ZOOM for class and differences/challenges this presents compared to in-person classes. Create a classroom rules list.</p> <p>Ask students what they want to know/learn. Discuss English learning goals.</p>

- The CLUES Adult ESL Curriculum focuses on teaching language content through the context of life and work skills.
- It is divided into weekly units, each of which focuses on a certain life or work skill area.
- Lesson objectives, interactive learning activities, and presentation is created for each day.
- You do not need to use the presentation. Feel free to create your own content.
- If you notice an error in the presentation, let your coordinator know and we will make the correction and upload it. You are also able to make the correct on your screen.

- Students use the web/phone app GogyUp for weekly readings. Info about the app is here: www.gogyup.com/clues
- Readings correspond to level and theme. The readings are presented to students in class on Mondays and reviewed in class on Thursdays.
- Find info and help here: <https://www.cluesclasses.com/study-tools.html>

When planning your lesson, always ask yourself:

- Am I meeting all of the objectives listed in the curriculum for today’s lesson?
 - Have I checked the other days in the unit to make sure I am not moving ahead and teaching a skill listed for a future day?
- Am I including the four basic skills? (reading/ writing/ listening/ speaking)
- Have I included enough interactive activities?
 - Play games and make lessons fun!
- Do you have a...
 - warm-up?
 - Presentation/ main lesson?
 - follow-up?



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

5-Minute Break





COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Teaching Adults

Teaching Adults

Factors affecting second language acquisition in adults:

- Time dedicated to learning
- Age
- Language background
- Prior education level and degree of first language literacy
- Cultural and individual background
- Culture shock
- Circumstances that brought learner to the U.S.
- Motivation and personal factors
- Learning disabilities
- Trauma, stress

Teaching Tips (1)

Empowering your Students:

It's more than just teaching them how to speak English!

- Get to know your students and build relationships. Trust is key to success.
- Celebrate when students succeed. Learning a language is hard and we need to applaud the triumphs. (Say “Yes! Good job conjugating that irregular verb!”)
- Remember that we are a community! This is a safe place to learn and grow and we are all a part of creating that feeling and atmosphere for our students.



Balancing the Four Skills

- Speaking, Listening, Reading, Writing
 - Students write their thoughts or answers to a question first, before speaking.
 - Students read aloud to class.
 - Whole class choral reading.
 - Taking turns being the person who writes the answers in the chat.



Teaching Tips (3)

Keep it in English

- Use your body! **TPR** (*Total Physical Response*)
- **MODEL/MIME** difficult concepts so students can **SEE** the words.
- Bring **REALIA** (*real things/examples*) into the classroom and incorporate it into your activities and lessons.
- Use the **WHITEBOARD** and **CHAT** as teaching tools



Teaching Tips (4)

Checking Progress

- Why do people say they understand when in fact they may not?
- Checking questions:
 - Teacher: The meeting is from 2:30 to 4:30. So, what time do you need to be in the cafeteria? Class: 2:30
 - Teacher: How long is the meeting? Class: Two hours.
 - Teacher: I have lived here for 12 years. When did I move here? Do I still live here?
 - Teacher: I need to hire a babysitter for my kids. I want someone who is *prompt*. Does a prompt person come late or on time? My kids get off the bus at 3pm. What time does the babysitter need to be at my house?



Teaching Tips (4)

Checking Progress

- Questions like “Do you understand?”, “What does this mean?” or repeating the same explanation DO NOT check progress.
- Check for understanding by having students apply it to another situation.
 - Ask students to explain or give a specific example of the grammar you are teaching.
 - Use games or activities where students produce language or show understanding.



Teaching Tips (5)

Error Correction

- What approach to feedback works best for you? Think of a time that you were learning something new (language, craft, sport). What kind of feedback did you receive? What feedback was most beneficial to you and motivated you to learn? What discouraged you?

Helpful forms of feedback	Not so helpful forms of feedback



Teaching Tips (5)

Error Correction

- Too much correction is inhibiting, but not enough correction allows bad habits to continue.
- Making errors is a natural and necessary part of language learning.
- If the error is related to the point you are teaching at the time, it needs to be corrected.
- Note common errors during activities to address later with the whole class.

Strategies Used to Respond to Mira's Language

Help a learner notice the error

Trying for the correct form

Let the student know they have it right (or let it go)

Let the learner repeat the language

This low-intermediate class is working on the difference between the simple past and present perfect when talking about the students' new lives in North America. The exchange below is between the teacher and Mira. The class has generated a story about one of the other students, so there are models of the language on the board:

1. T: Mira, how long have you been in Cleveland?
2. Mira: I be here for 6 month.
3. T: Um, Mira, I've been (T emphasizes a bit) here for eight years. You....?
4. Mira: I been here for six month.
5. T: Listen: I've been here for six months (points to example on the board).
6. Mira: I've been here for six month.
7. T: Right. Say that again.



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Schedule



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

NTO Quiz

1. Where do you find the curriculum and PowerPoints for your classes?

www.clueseducation.com/curriculum.php

- [Distance Learning PowerPoints](#)
- [Level 1 and 2 Distance Learning Curriculum](#)
- [Level 3 Distance Learning Curriculum](#)



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

NTO Quiz

2. Do we have classes on Tuesday, Feb 27?

In the morning, yes!

In the evening, NO!

<http://clueseducation.com/class-calendar.php>

3. You're going on a well-deserved vacation the week of March 18 and won't be available to teach your class that week. What do you do?

- *Communicate with your coordinator asap about your scheduling conflict*
- *AM – Mark, PM – Trisha*
- *Remind App*

NTO Quiz

4. You teach level 1 on Mondays. After 60 minutes of teaching your class, you realize you have covered all of the materials in the PowerPoint. What do you do?

- a. *Exit Zoom. 60 minutes is enough for a Monday.*
- b. *Have students take a 10 minute break while you ask your coordinator for advice.*
- c. *Sit awkwardly in silence with the students staring at you.*
- d. *Look at the handy [Tips for Teaching ESL](#) guide under [Distance Learning PowerPoints](#) for ideas.*

b & d are correct! Classes are 2 hours

NTO Quiz

5. True or False. I have to fill out a lesson report after each lesson I teach.

True!

<http://clueseducation.com/fill-out-lesson-report.php>

FILL OUT / READ LESSON REPORTS

Fill Out Lesson Report AM (10am-12pm):

[Level 1 AM](#)

[Level 2 AM](#)

[Level 3 AM](#)

Fill Out Lesson Report PM (6-8pm):

[Level 1 PM](#)

[Level 2 PM](#)

[Level 3 PM](#)



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Break Time!

12:00 – 1:00 / 30

Zoom Basics & Hands-On Practice



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Survey

We'd like your feedback about NTO

<https://www.surveymonkey.com/r/DFHGVWM>

Link in chat