

**Professional Development Training  
For School Board Instructors of  
Literacy and Basic Skills**

**MUDWorks!**

**Making and  
Using  
Demonstrations  
Works!**

**C.E.S.B.A. 2000-2001**

**Ontario Association of Adult and Continuing Education School  
Board Administrators**

**Project Funding provided by NLS and MTCU**



MUDWorks!

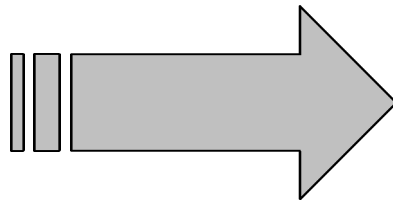
Making and Using Demonstrations...Works!  
Professional Training for  
School Board Instructors of Literacy and Basic Skills

## A Brief History of MUD

How did we get here from there?

# PARADIGM SHIFT

Instructor Driven  
Curriculum centred  
Progress measured by  
content mastery  
Teachers  
Teach  
M.E.T.



Learner Driven  
Goal centred  
Progress measured  
by performance  
Instructors  
Train  
MTCU

*Changes in philosophy or thought invariably impact practice.*

*Learners often need help in making this paradigm shift*

# 2 GOOD REASONS TO CHANGE:

1. benefits for the learner

## **Learning Outcomes education:**

- is learner centred
- is results based
- provides common language for achievement
- is not a curriculum

2. bottom line reality

REQUIREMENT OF FUNDER

**Learners and Instructors experience a Learning Outcomes approach to education in different ways.**



**DEMONSTRATIONS:**

**REAL LIFE TASKS  
THAT A LEARNER CAN PERFORM  
WHICH INTEGRATE, MEASURE AND VERIFY  
ACQUIRED SKILLS, KNOWLEDGE AND BEHAVIOURS  
ESSENTIAL TO THE LEARNER'S GOALS**

## Why are Demonstrations important?

Demonstrations give us answers to the three most important questions for all stakeholders.

*for learners...*

How do I know if ...

- this program is helping me get to where I want to go?
- this program has made a difference in what I can do?
- what I have done here counts anywhere else

*for instructors...*

How to I know that the learners...

- Have made progress towards their goals in measurable ways?
- Can apply what has been learned to everyday life?
- Have achieved skills that count in terms of the next step?

*for the funder...*

- Are the learners making measurable progress towards their goals?
- Do LBS funded agencies increase the learners' literacy and basic skills levels?
- Is the learning transferable?

## ESSENTIAL ELEMENTS OF A QUALITY DEMONSTRATION

1. IT RELATES TO  
THE LEARNER'S  
GOALS

2. THE INSTRUCTOR  
KNOWS THE  
EMBEDDED SKILLS  
AND SUCCESS  
MARKERS

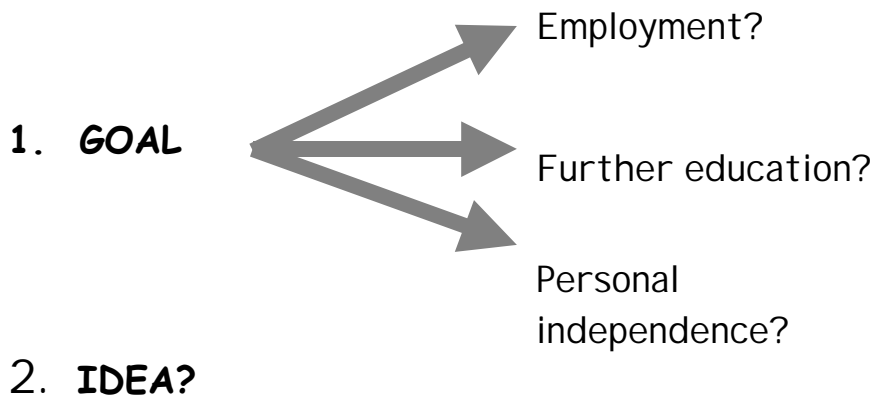
3. IT IS NOT A COPY OF A  
LEARNING ACTIVITY

4. IT CLOSELY  
RESEMBLES  
REAL LIFE

5. IT IS CULTURALLY  
SENSITIVE/ REALISTIC

# MUD ... STEP #1

Start with 2 things ...



“What is a reading, writing or math thing a person would do in the real world if he/she had achieved this goal?”

... for example...

Employment	Further Education	Personal Independence
Read signs, labels	Read signs	Read signs, labels
Use forms and documents	Use forms and documents	Use forms
Locate and file information	Locate information	Locate and file information
Follow directions and instructions	Follow directions and instructions	Follow directions and instructions
Make appointments and schedules	Make appointments and schedules	Make appointments and schedules
Follow policies and procedures	Follow policies and procedures	
Work with bills and invoices	Work with bills and invoices	Work with bills and Invoices
Manage money	Manage money	Manage money
Using messages, notes and memos		Using notes and messages
Give oral and written reports	Give oral and written reports	Give oral reports
Do calculations and problem solving in employment situations	Do calculations and problem solving	Do Calculations and problem solving in day to day living
Use appropriate verbal communication skills	Use effective oral and written communication	Use appropriate verbal communication skills
	Do research, essay writing and make presentations	
	Take notes and summarize	
Practice self-management skills	Practice self-management skills	Practice self-management skills
	Do examinations and tests	

# MUD ... STEP #2

## Choose Demonstration material

### 4 things...

1. COLLECT - everything - and file text samples and forms that people may encounter while at work, at school or in everyday living: - forms and documents, labels, directions and instructions, bills, invoices, letters, school notes, signs, messages, medication boxes, recipes, deposit slips, etc.
2. IDENTIFY the LBS level of the selected materials by referring to the OLC level descriptors.
3. MODIFY - or "tweak" the material to make it level appropriate.
4. SCREEN the materials to ensure cultural sensitivity and reality.

### How to modify materials for level accuracy

#### Strategy #1

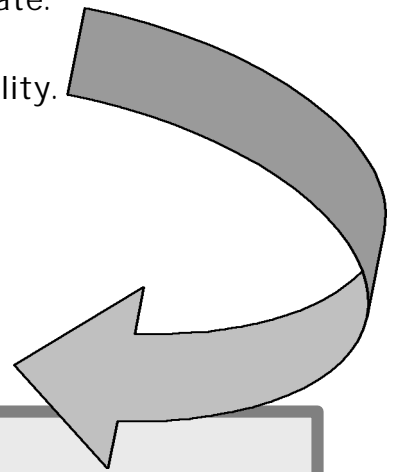
If the text is too advanced you can...

1. re-write the text using simpler vocabulary,
2. reduce the amount of text (delete some sections),
3. enlarge the font size,
4. increase white space,
5. use the text but simplify the worksheet and the task.

#### Strategy #2

If the text is too simple, you can...

1. re-write and rephrase using more advanced vocabulary,
2. change the text font size, spacing and density of text,
3. increase the complexity of the activity.
4. multi-task
5. increase time pressure



# MUD... STEP #3

## Design the demonstration:

#1

Under what circumstances or for what reason would a person have to use this material on the job? ( or in daily living, or in further education?)

#2

In a simulation of these real world circumstances, what will you have the learners do with this material?

#3

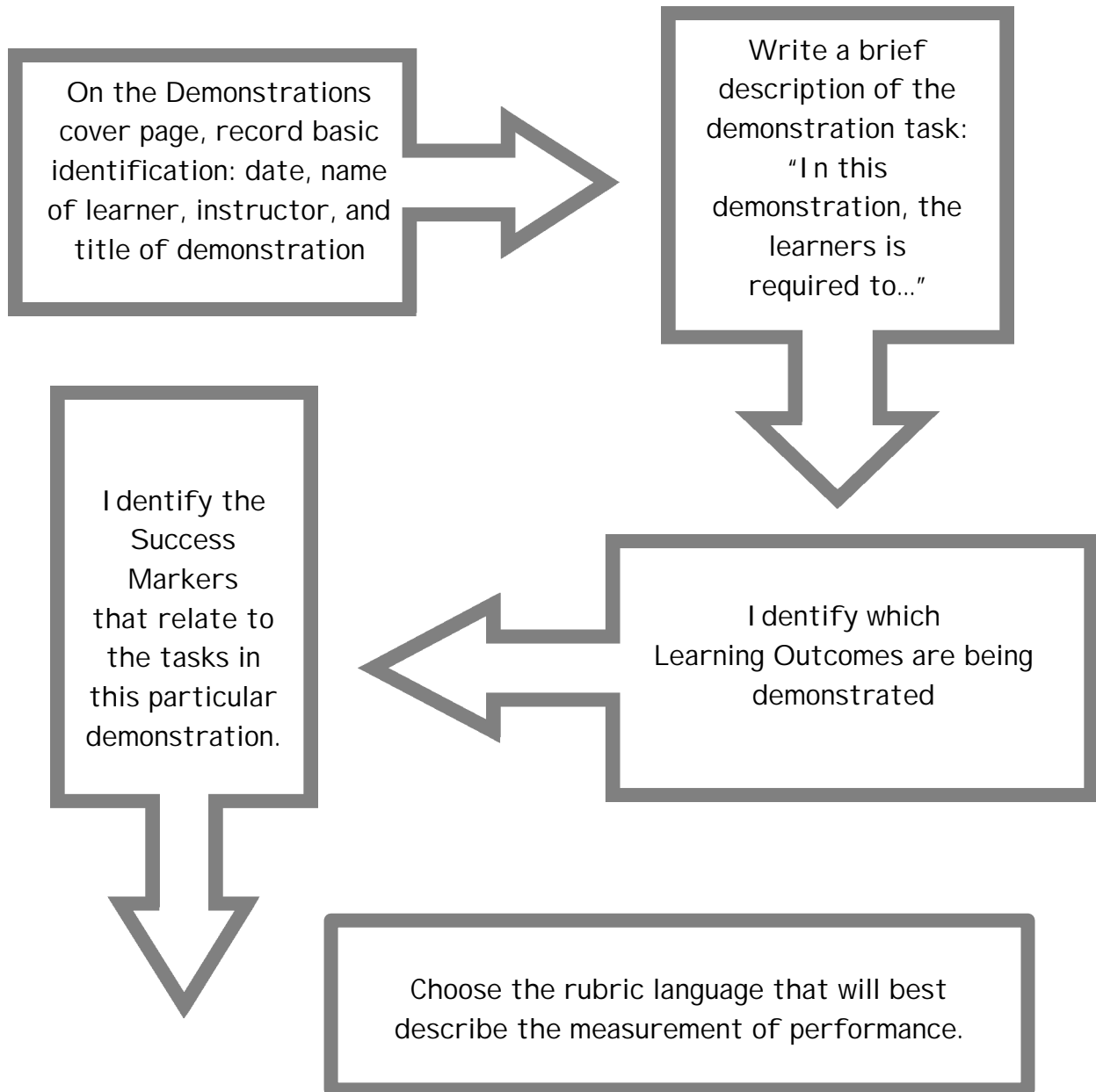
Write an instruction sheet for the learner that clearly outlines the activities to be done.

#4

Create an accompanying worksheet if that is needed.

# MUD ... STEP #4

## Design the assessment tool:



Select rubric language that best measures the learner's performance in the demonstration.

BEGINNING    DEVELOPING    ACCOMPLISHED    EXCELLENT

NEEDS WORK    BEGINNING    SATISFACTORY    EXCEPTIONAL

INCOMPLETE    PARTIALLY    MOSTLY    COMPLETE

MANY ERRORS    SEVERAL ERRORS    FEW ERRORS    NO ERRORS

NONE    SOME    MANY    MOST

NEVER    SOMETIMES    OFTEN    ALWAYS

NEEDS WORK    IMPROVING    SATISFACTORY    OUTSTANDING

# Assessment

DEMONSTRATION: _____ Learner: _____ Instructor: _____ Main Learning Outcome: _____ Level _____ Goal Path: _____ Date: _____
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**Description:**

<i>Learning Outcomes</i>	<i>Success markers</i>	<i>Needs practice</i>	<i>Satisfactory</i>	<i>Excellent</i>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Successful \_\_\_\_\_ Try Again \_\_\_\_\_



DEMONSTRATION: \_\_\_\_\_  
 Learner: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Main Learning Outcome: \_\_\_\_\_ Level \_\_\_\_\_  
 Goal Path: \_\_\_\_\_ Date: \_\_\_\_\_

*Description:*  
**In this demonstration, the learner is required to**

# Assessment

- Successful
- Try Again

Learning Outcome	Needs Work	Improving	Satisfactory	Outstanding
<b>Read with Understanding</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Write clearly to express ideas</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Numeracy</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Self-Management</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

# Assessment

DEMONSTRATION: \_\_\_\_\_ Learner: \_\_\_\_\_  
Instructor: \_\_\_\_\_ Date: \_\_\_\_\_ Level \_\_\_\_\_  
Goal Path: \_\_\_\_\_ Main Learning Outcome: \_\_\_\_\_

Description:

Learning Outcomes	Beginning	Developing	Satisfactory	Excellent
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Comments:</b>				

DEMONSTRATION: \_\_\_\_\_  
 Learner: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Main Learning Outcome: \_\_\_\_\_ Level \_\_\_\_\_  
 Goal Path: \_\_\_\_\_ Date: \_\_\_\_\_

*Description:*  
**In this demonstration, the learner is required to**

# Assessment

- Successful
- Try Again

Learning Outcome				
<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>				
<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>				
<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>				
<ul style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>				



DEMONSTRATION: \_\_\_\_\_  
 Learner: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Main Learning Outcome: \_\_\_\_\_ Level \_\_\_\_\_  
 Goal Path: \_\_\_\_\_ Date: \_\_\_\_\_

*Description:*  
**In this demonstration, the learner is required to**

# Assessment

- Successful
- Try Again

Learning Outcome	Rubric language	Rubric language	Rubric language	Rubric language
<b>Read with Understanding</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Write Clearly</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Speak and Listen Well</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Numeracy</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
<b>Self-management</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				



## Demonstrations Resources

<i>Resource Description</i>	<i>Cost</i>	<i>How to get it</i>
<i>Goals Requirements Handbook</i> – resource for instructors and learners that researches 100 specific learner goals in terms of learning outcomes, specific skills and levels needed for success.	\$25.00	Literacy Education and Training Services Order by e-mail: jbarber-lets@home.com By phone: (416) 247-8710
* <i>On The Level</i> – 19 model demonstrations for levels 1 and 2 with instructions, worksheets and assessment tools in reading, writing, speaking and listening and self-management.	\$25.00	Community Literacy of Ontario Phone: (705) 733-2312 Fax: (705) 733-6197
* <i>Linking Demonstrations with Laubach</i> – 30 model demonstrations for levels 1-3 in communications and numeracy with samples, instructions, worksheets and a variety of tools for assessment purposes.	\$30.00	Laubach Literacy Ontario Order: E-mail: <a href="mailto:llo@golden.net">llo@golden.net</a> or fax: (519)743-7520
* <i>CESBA Demonstrations Development</i> –21 models demonstrations at levels 3-4 in communications and numeracy with text samples, instructions and worksheets.	\$20.00	C.E.S.B.A. office Phone: (905) 949-0049 #2036 Fax: (905) 949-6636
<i>St Lawrence College Learning Outcomes Project</i> – a CD with “Process, Demonstrations, Reflections and Disconnects” demonstrations are modified up and down to accommodate different levels working on the same demonstration idea.		
<i>CAMERA (Communications and Math Employment Readiness Assessment)</i> will be available in early Apr. 2001		Preparatory Training Program Phone: (416) 239=7309
<i>CABS (Common Assessment of Basic Skills)</i> Binder of 250 pages with completed demonstrations samples levels 1-5 in communications and numeracy. Additional resources on goal setting, learning disabilities and learning styles.	\$50.00 plus \$7.00 s/h	Literacy Link Eastern Ontario Order: <a href="mailto:oaileo@kingston.net">oaileo@kingston.net</a> or Phone: (613) 389-5307 Fax 5174
<i>OLC Level Descriptors</i> a Learning Outcomes Approach for describing levels of skill in Communications and Numeracy as well as features and performance indicators for Self-Management and Self-Direction. WARNING – this item is running out	Free - shipping and handling cost only	Ontario Literacy Coalition Phone: (416) 963-5787 Fax: (416) 963-8102
<i>Laubach Entry to Exit Updates</i> a series of 41, one page summaries and updates on relevant and current issues relating to Learning Outcomes Education – easy read, how to, hands on – good for training purposes.	\$9.00	Laubach Literacy Ontario Order: E-mail: <a href="mailto:llo@golden.net">llo@golden.net</a> Phone: (519) 743-3309 Fax: (519) 743-7520
<i>Outcomes Based Assessment Sample Demonstration Tasks</i> a book of many sample demonstrations levels 1-5 in Reading, Writing, Speaking and Listening, Numeracy, Becoming a Self-Directed Learner and Using Computers.	\$25.00	Ottawa Carlton District School Board Order: Phone: (613) 239-2287 Fax: (613) 239-2324
* <i>What Counts as Evidence Phase I and II</i> – 2 volumes of in-depth analysis of the process and issues relating to demonstrations development and assessment. 12 model demonstrations described along with case studies.		
“ <i>Skills Level Check List</i> ” – a collection of lists of skills for reading, writing, speaking and listening and numeracy for 5 levels with 3 columns to identify “I can do, I need practice and Demo. # proof”. Matching demonstrations are included.	\$15.00	Wellington County Learning Centre, Order: Phone: 1-888-368-78789 Fax: 519-848-9354
Websites: <a href="http://www.nald.ca/index.htm">http://www.nald.ca/index.htm</a> “The Learning Connection” <a href="http://www.learning-connection.com">www.learning-connection.com</a> “AlphaRoute” <a href="http://alphaplus.ca">http://alphaplus.ca</a>		

- **DEMONSTRATIONS ONTARIO** online at: <http://demonstrations.alphaplus.ca>

