



LEARNER & TUTOR CERTIFICATION REQUIREMENTS AND SUBMISSION FORM

Complete Name of Tutor
Complete Name of Learner
Program
Program Address
City, State, Zip
Phone Number
Dates of Trainings: Session 1 _____ **Session 2** _____
Submission Date:
 This submission form and case study have been reviewed by:

Attend
Session I

Attend
Session II

Review
checklist to
ensure accurate
documentation.

Then, complete
documentation
of Steps 4 & 5
and review
with checklist
prior to
submission.

Staff reviews all
documentation
and signs off
prior to
submission.

Documentation
and THIS form
submitted within
8 weeks
of training

Certification Timeline & Requirements

PLEASE submit documentation of completing Steps 4 & 5 of the PowerPath Process..

Documentation is to include:

- ___ COPY of learner's annotate Individual Report
- ___ COPY of learner's completed Crib Sheet
- ___ COPY of 3 consecutive and completed Personal Learning Plans
- ___ Handwritten or dictated letter from the LEARNER answering the question:
How have my new strategies helped me to improve my reading/writing/math?
- ___ Letter from the TUTOR on what you learned about the learner and his/her learning needs, and how the PowerPath Process helped YOU in assisting your learner to maximize his/her learning success.
- ___ This form, with the checklist used to review the documents and ✓'d off by the learner and tutor prior to submission - ***then reviewed by a designated program staff prior to submission with the box above checked off and the name of the staff person listed.***

All documentation must be submitted within 8 weeks of attending training sessions I and II or as otherwise negotiated with literacy program.

**This form must be completed and submitted
for each tutor applying for certification.
ALONG WITH THE DOCUMENTATION LISTED ABOVE
Final Certification Documentation can be sent to:
PowerPath Certification
The TLP Group
PO Box 21510 • COLUMBUS, OH 43221**

POWERPATH CERTIFICATION IS VALID FOR 2 YEARS

Please review the PowerPath documentation you are submitting. As you read through each of the following criteria, place a ✓ next to the items which you find to be in compliance. Use 'N/A' for items not relevant to your documentation.

Individual Report

- _____ The **Individual Report** was annotated using the learner's own words. The words chosen for the annotations demonstrate that a dialogue was used with questions posed to engage the learner and involve him/her in the discussion about the screening results. Quotes were also used to note the learner's verbatim comments during the dialogue.
- _____ **Strategies that were noted** (highlighted or commented upon in writing, etc.) **were also listed on the Crib Sheet** and then used to build the **Personal Learning Plan**.
- _____ The **Partnership Contract** was written with the learner — using their own words and written in a style that the learner could read (i.e., printing vs. cursive, etc.).
- _____ The **Partnership Contract** was written for short time period (1 - 2) weeks.
- _____ **Referral Forms** were completed with the learner. Auditory referrals were made only after the learner had been retested. Retesting dates and results are shown on the **Diagnostic Screening Form**.

The Crib Sheet

- _____ The **Crib Sheet** lists the accommodations / strategies that were selected from the Individual Report by the learner. Page numbers were listed identifying the page that the strategy came from in the Report.
- _____ The **Crib Sheet** was written in the learner's own words (restating the strategy) and written so the learner could read the strategies he/she selected to use as part of the Personal Learning Plan.

Personal Learning Plans or Personal Employment Plans

- _____ The **PLP / PEP** was clearly written (both in style of printing and vocabulary) with the learner— in words the learner can read and understand. The PLP / PEP has been kept simple for easy understanding and to ensure the learner's success.
- _____ The **Facilitator's Guide** and questions were obviously used to create the PLP / PEP.
- _____ The *Long-Term Goal* and *Short-Term Goal* repeated what the learner had previously stated in the intake interview (**Personal Profile Folder**) and on the **Partnership Contract**. The goal(s) go beyond "to get my GED" or "to read better" and describe why the learner wants to achieve the goal. The *Short-Term Goal* is even more specific as to what can be accomplished this week/month.
- _____ The **learner's strengths** were listed including such attributes as effort, attitude, skills, personal traits.
- _____ The **skills and subskills** had additional words listed that described the skill in everyday terms - with a graphic organizer drawn on the backside of the PLP/PEP noting the relationship of the skill and sub-skills.
- _____ The **Strategies (accommodations)** listed on the **PLP / PEP** correspond to those listed on the **Crib Sheet** and to those strategies that were highlighted or commented on in the **Individual Report**.
- _____ The **Resources / Materials** listed on the PLP / PEP reflect not only the learning materials (workbooks) but also the additional learning tools (such as highlighters, overlays, cards, computers, etc.) . These resources are cited in the Tasks / Steps as to when the participant is to implement them to accommodate learning / training.
- _____ The **Tasks or Steps** are numbered and sequenced for the participant to follow. Materials that were listed such as workbooks, books, computer programs (etc.) are listed along with pages to be completed and timelines for completion.
- _____ **Task timelines** were decided by the learner— and checked by him/her when completed.
- _____ When the PLP was finished, each set of tasks was reviewed by the participant and comments were noted under "How I did" and "What I learned".
- _____ A HAND WRITTEN (OR DICTATED) LETTER is included FROM LEARNER ABOUT THEIR EXPERIENCES WITH POWERPATH - WHAT DID THEY LEARN FROM THE PROCESS; WHAT HAS HELPED; WHAT WAS DIFFERENT ABOUT THE EXPERIENCE, ETC.
- _____ A letter is included from the tutor about his/her experience using PowerPath with this learner.