All Graduate Projects   Graduate Student Projects

Summer 1991

Corss-Age Tutoring Program

Velma Jean Thompson

CROSS-AGE TUTORING PROGRAM

by

VELMA JEAN THOMPSON

August, 1991

This master's project provided a teachers' handbook to
assist in establishing a cross-age tutoring program. In
addition to a philosophy statement and a review of the
literature, this project also provided forms for imple-
menting the program and materials for training the tutors.
This manual was prepared for use in an elementary school
setting and contains a step-by-step approach to establish a
cross-age tutoring program.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

CHAPTER I

INTRODUCTION

There are many educators who are struggling to provide high quality education. They face obstacles such as overcrowded classrooms, meager supply budgets, and special needs of their students. Parents, who themselves often do not have the time to give proper physical and emotional support to their children, are asking classroom teachers for more and more individualized attention and services for their children. To help meet these growing demands, many public schools offer free breakfast and lunch programs for students who qualify financially, and also before and after school day care for working parents. Some schools are also fortunate to be able to provide a school counselor, care team, speech specialist, reading specialist, music specialist, P.E. specialist, and math specialist.

Teaching in the public school classroom has become more challenging today than ever before. Teachers have a state legislature that is requiring a master's degree for beginning teachers, more teacher accountability, more subjects to teach and less money for materials and supplies to help provide for these new programs. There is a growing need from dysfunctional families for emotional support for their children. There is a growing number of young students (six,

seven, and eigh year olds) who are already involved with regular professional counseling appointments. Teachers find themselves devoting more classroom time to teaching social skills.

Student tutors can provide a valuable resource for the students and teachers who need extra help. There is an army of willing, qualified, students who, when properly motivated and trained, can help ease the burden on the classroom teacher and give the under-achieving student the one on one time and attention they need to be a successful learner. These students are people who don't often make the headlines of the newspapers, but in their own way make an extraordinary contribution to the quality of education to their younger peers.

Purpose of Study

The purpose of this study is to produce a handbook to be used by teachers of elementary students. The handbook will contain the following information: a review of the literature on cross-age tutoring pro-grams, the steps for implementing a cross-age tutoring program, reproducible forms that will save time and energy in setting up the program, suggestions for interviewing and tutor training, information to help the tutors get started, and a list of rewards and recognition for tutors.

Limitations

This handbook was prepared for use in an elementary school with grades K-6. While peer tutoring is known to be successful. research demonstrates that cross-age tutoring is more successful because of the age difference involved. Therefore. school districts such as Tahoma who have grades K-2 in one school. grades 3 and 4 in another school, and grades 5 and 6 in a third elementary school would not have the advantage of the minimum two year age difference that has proven to be advantageous.

There is a great reluctance on the part of the teachers in the older grade levels to release their students to spend time away from their classroom programs. Some buildings have a much more supportive atmosphere of cooperation between classrooms and grade levels than other buildings may have. No matter what the emotional climate of your building. the idea of giving up classroom time needs to be approached with care. Program coordinators ask the tutor's teachers to give up classroom time of their tutors. so the coordinator needs to be prepared to explain how the tutors will also benefit from the program. The coordinator should emphasize the adage he who teaches. learns.

It is also important to respect the other teachers schedules. There are so many pull out programs with

surprising that the 5th and 6th grade teachers are
frequently not overjoyed at the prospect of having some
of their students leave the classroom for a cross-age
tutoring program. Usually, if approached carefully and
respectfully, it is not a difficult situation.

Another limitation, besides time and schedules, is
lack of space. Obviously, the tutor and tutee need to
have a fairly quiet and uninterrupted area to work in.
This is not always easy to find in our over-crowded
schools. Usually, the classroom teacher can find a
corner in the classroom. If that does not work, a
table just outside the classroom door is another
possibility. The classroom teacher still needs to
maintain some accountability for the safety and produc-
tivity of the tutor and the tutee.

Definition of Terms

Cross-age tutor. A student from a higher grade
level (ex. 5th or 6th grade student) who teaches a
student from a lower grade level.

Peer tutor: A student of the same age group or
from the same class who helps teach a student of a
similar age or grade level. (Note: some authors use
cross-age tutor and peer tutor with no distinction.)

Monitorial system: This was a forerunner of
today's cross-age tutoring programs in which one older
student was put in charge of or monitored ten younger

students in their studies.   This method was used extensively by Joseph Lancaster in London.

Mutual Instruction: This term is sometimes used in the literature and is sometimes used in place of Cross-age tutoring. It is used in situations where students are expected and encouraged to help other students learn.

Organization of the Paper

Included in this paper is a review of the literature found in Chapter II.   A narrative of the challenges and procedures used to set up a cross-age tutoring program is presented in Chapter III.   The handbook information with accompanying forms is found in Chapter IV and a summary with conclusions and recommendations for further study is presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will include a review of the
literature of cross-age tutoring programs. The history
of cross-age teaching has been documented as early as
the first century A.D. by Quintilian when he wrote
about younger children learning their lessons from
older children. In 1530, a German teacher, Valentin
Trotzendorf, used a teaching method of "olders" helping
"youngers." At the college of Lisbon in 1550, the
Spanish Jesuits instituted a system of "decurions"
where ten students in each grade were taught under the
leadership of a student monitor. (Paolitto, 1976,
p. 216)

Across the centuries people have looked for ways
to help students acquire knowledge. Cross-age tutoring
has been done in a variety of ways for many different
reasons. The popularity of cross-age tutoring has
fluctuated but continues to be revived because of its
value to the student, to the tutor, and the classroom
teacher.

John Comenius, a seventeenth century teacher,
described specific benefits to the tutors when he
wrote:

> The saying, "he who teaches others, teaches him-
> self," is very true, not only because constant
> repetition impresses a fact indelibly on the mind,

6

> but, because the process of teaching in itself gives
> a deeper insight into the subject taught....The
> gifted Joachim Fortius used to say that...if a
> student wished to make progress, he should arrange
> to give lessons daily in the subjects which he was
> studying, even if he had to hire his pupils.
> Gartner, Kohler and Riessman. (cited in Paolitto,
> 1976, p. 217)

The term "mutual instruction" is sometimes used synonymously with that of cross-age tutoring. The demands of the Industrial Revolution in England in the late eighteenth century created a need to educate many workers. Factory workers needed a higher level of education than had been required of most people prior to this time. As a result of this need, Joseph Lancaster utilized the ancient Hindu system of tutoring to develop the monitorial system. He was able to educate large numbers of students from poor families in London in classrooms with hundreds of students, one teacher, and only a few books.

William Bently Fowle is credited with being the first person in America to realize the intrinsic value of the monitorial system as a learning tool for the tutor. He felt that even if a teacher had the time to teach all of his pupils, he should still use tutors.

> By teaching the younger children, the more advanced
> are constantly reviewing their studies...No child,
> but the very lowest, was so low that she could not
> teach something, and that something I always requir-
> ed her to teach. (cited in Paolitto, 1976, p. 218)

Cross-age tutoring is an effective tool which has been recognized for its value only recently in the United States. Benjamin Wright renewed the interest in

cross-age tutoring through his concern about an inpending teacher shortage in the 1960s. Until that time it was associated with schools for the poor and was not used frequently in the twentieth century.

During the 1960's many new cross-age tutoring programs began to emerge. They were organized for a variety of reasons. Though the goals, methods, and outcomes of these programs were diverse, one fact that surprised and delighted the program originators was the impact of the tutoring experience on the older student.

Rasmussen (cited in Paolitto, 1976) in reviewing sixteen cross-age tutoring programs, stated that there has been very little solid evidence done in the area of cross-age teaching. Nearly all of the projects he studied relied upon anecdotes and illustrations to validate their success. In an attempt to validate their information, Rasmussen organized the evaluation data from the cross-age tutoring programs into two types of evidence: observable evidence and hypothetical evidence. Through his study of these sixteen programs he was able to show that ten out of the sixteen programs benefitted the tutor. The remaining six were divided between the tutee and the classroom teacher. Rasmussen (cited in Paolitto, 1976) The argument in the literature surveyed as to which group received the greater benefit was not the concern nor was it the focus of this project.

Craker and Richardson (cited in Koenke and McClellan, 1987) found that oral read-alongs in a cross-age tutoring situation were extremely effective in increasing the reading comprehension, speed, and cloze test scores of third and fourth grade children who were below the norm in reading. The students were tested on four different reading tests and the students in the experimental group showed a change in favor of their increased reading ability on every test. Though it was found that this technique worked extremely well for some students, and not as significantly for others. They trained volunteer sixth-grade students in two forty-five-minute sessions to read orally any book which had been chosen by the younger child. The older student read with the younger student during daily twenty-minute sessions over a period of twelve weeks. The child read aloud with the tutor, but was not required to pronounce every word or to keep pace with the tutor at all times. "The goals were to expose the children with reading problems to meaningful language and to let the inherent interest in the stories motivate them to become earnestly engaged in the reading task." (Koenke and McClellan, 1987, p. 327).

Summary

In conclusion, through reading, observation, and personal experience, all three groups, the students, the tutors, and the teachers do receive positive benefits that are greatly needed and appreciated. The size of the program, the services it provides, and the way it is operated can vary greatly according to the situation, but the positive benefits that a cross-age tutoring program can provide for the tutee, the tutor, and the classroom teacher should not be underestimated.

CHAPTER III

PROCEDURES OF THE STUDY

Introduction

The purpose of this project was to assist teachers
in establishing their own cross-age tutoring program.
Several teachers demonstrated a desire for such a
program but found no formal structure or organization
to assist implementation. With some assistance and
organization, this program could provide valuable
assistance to those wishing to implement tutoring in
their classrooms. While there are many tutoring
programs in existence, they vary greatly in structure
according to the needs of the individual teachers and
students. The program does not operate well without
some structure and organization.

Program Set-up

According to Bill Broz (1984) "Setting up and
running a peer tutoring program takes salesmanship,
legwork, flexibility, scheduling, materials, constant
monitoring, and faith in the goodness of human nature.
But it is an effort that returns a hundredfold."
(p. 37) Setting up a program takes all of these things
and more.

Through the writer's personal experience of
watching these efforts flounder, she decided to
interview some people in other schools who already had

programs in operation that seemed to be running successfully. The author borrowed notes, materials, and lots of advice from others on what needed to be done, and also what not to do.

One of the cross-age tutoring programs which the author studied was started about four years ago at Snoqualmie Elementary in Washington. Snoqualmie Elementary is a large elementary school in a rural area. The population of the school is about 700 students in grades kindergarten through sixth grade. The economy of the area that the school draws its students from is depressed as the town is primarily dependent upon the timber industry. A large number of the students qualify for free or reduced meals. Due to the low reading level of a significant number of the students, they have a Chapter I reading program in the building. The program at Snoqualmie involves a large number of children. (In 1989 they had 84 students working with 95 younger students.) Every member of the faculty was involved in some way with the program. They used a committee system for obtaining help from the teachers. They also applied for and received a grant to help defray some of the expenses involved in operating the program. The program coordinator, Ruth Moen had worked in other cross-age tutoring programs both in Idaho and Minnesota. Using research and ideas developed in Minnesota, the Snoqualmie Elementary

faculty adapted the program for their shcool and conducted a pilot program. "I'm convinced that this program has lasting value" reported Mrs. Moen. " I've seen different programs come and go in education, but this one continues to work for students. I know that it has real value for good students and at risk students both." (Moen, 1990)

The elementary school in which the author piloted a cross-age tutoring program this school year (1990-1991) had some similarities to the school just mentioned. Lake Youngs Elementary is a school of 650 students with grades kindergarten through 6th. It differs from Snoqualmie Elementary in that it is a suburban middle-class school district and is much larger than the Snoqualmie School District. Snoqualmie has about 3000 students. Because of the diverse economic base of the surrounding area of the school, there is no Chapter I program and there are fewer students on reduced or free meals. The program was smaller since it was the first year of implementation. The subject taught by the tutors was limited to reading. There were 36 tutors and 36 tutees in the program. The funds for the program were provided by the author.

From the experience of operating a cross-age tutoring program and extensive reading and interviews, the project of creating a handbook for other teachers

began to take shape. The forms that were generated as a result of the author's experience over the past year, and a brief description of how and when to use them are provided in the following chapter of this handbook.

Summary

The handbook was developed out of the need for such a resource to help teachers in other buildings who have an interest in beginning a cross-age tutoring program, but aren't sure where to begin. The need and the benefit of tutoring programs has been well documented. This handbook was developed as a result of a literature review and personal experience of the writer.

CHAPTER IV

PROJECT

The handbook contains the following sections:

Section I: Forms contained in section I are to be used by the Cross-age tutoring coordinator to set up the program.

Section II: The forms in section II are to assist the program coordinator or tutor trainer in the training of the tutors for the program.

> (Note: each tutor should come away from the training session with his or her own tutor folder which has the appropriate materials for use when working with his or her student. This folder should be taken to each tutoring session. On the inside cover of the folder should be a card with the name and room number and grade level of the student that they will be tutoring. On the card it is also helpful to have the names of the tutor substitutes from the same homeroom as the tutor for easy access for the tutor in case he or she is absent or has some other conflict in his or her schedule on the day that he or she is scheduled to tutor. Also helpful to the tutor

would be the days of the week and time period which they will be working).

Section III: Evaluation forms are provided to help the teacher to receive feedback for improving the program in the future.

SECTION I

FORMS FOR THE PROGRAM COORDINATOR

The following form should be placed in the teacher's mailboxes the week before the campaign begins, to recruit students for the cross-age tutoring program.

TUTORING NEWS

The following information is requested to help us coordinate our cross-age tutoring program.

Teacher's Name_____

Grade Level You Teach _____

How many tutors do you need to assist you in your

classroom?_____

(Check subjects you wish tutors to assist in)

_____reading   _____independent work

_____math   _____cooperative groups

_____spelling   _____language

_____writing   _____computer lab

_____science   _____social studies

_____music   _____resource room

_____other

*Please return to program coordinator by _____

                                              (date)

List of duties that may be assigned out by coordinator:

1. Put up posters in hallways.

2. Put up posters in classrooms of potential tutors.

3. Have homeroom teachers make announcment about the
    beginning of the program to students in uppper
    level classrooms.

SAMPLE POSTER:

EACH ONE

TEACH ONE

Gain personal satisfaction by helping others learn!

We need cross-age tutors! Ask your teacher for an

application form. Applications are due back by

_____

Posters should be colorful and attractive.

The following application form should be copied
and distributed to the teachers of students who are
interested In being cross-age tutors. It Is Important
to assign a due date by which you expect to have them
back. A space for that date Is provided on the form.

APPLICATION FOR TUTORING

Complete and return to homeroom teacher by _____

Name_____ Date_____

Grade_____ Teacher_____

Bus_____ Walk_____

Check areas you would prefer to tutor in:

_____Reading _____Science _____Cooperative groups

_____Math _____Music _____Language

_____Spelling _____Independent _____Computer lab

_____Writing   work _____Social studies

_____Resource room _____Other

List any subjects you would prefer not to tutor in:

_____

Check which grade levels you would like to tutor:

___K,___1,___2,___3,___4

Which subjects do you like best in school?_____

_____

State briefly why you would like to be a tutor._____

_____

_____

Student Signature _____

For office use only:

Rec'd. Teacher_____ Intv'd. by_____

Date_____

The following forms should be distributed to the teachers of the students who are to be tutored. This information will be used by the coordinator to pair up the tutor with the tutee.

TUTEE INFORMATION SHEET

Teacher _____ Grade _____

Tutee _____ Age _____

Subject Tutee Needs Help In _____

Days _____

Time _____

Check the following if it applies to tutee:

_____ boy   _____ sensitive

_____ girl   _____ left-hander

_____ passive   _____ underachiever

_____ agressive   _____ hard worker

_____ broken home   _____ short attention span

_____ creative   _____ competitive

What does this student like to do in his or her free
time? _____

The following interview form has been provided for the cross-age tutoring coordinator to use in selecting the tutors. It has been developed and used successfully in other programs. If time for interviewing is short, the interviewer might want to select only those questions that he or she feels would be most helpful in making the selection for the tutoring program. If the reader has another interview format that he or she has used elsewhere that is preferable to them, then this form may be skipped.

The author grants permission to the reader to reproduce any of the forms in this handbook. The interviewer will need to make multiple copies of the interview forms. These copies should be used after the applications have been returned to the program coordinator. Applications will need to be screened and an interview schedule posted with the classroom teachers of the fifth and sixth grade students.

INTERVIEW SCALE FOR SELECTING TUTORS

Name _____ Teacher_____ Grade ___

5 Outstanding

3 Average

1 Weak

GOOD ATTITUDE TOWARD SCHOOL

_____

1   2   3   4   5

A. Why do you want to be a tutor?

B. Have you ever helped friends and/or brothers or sisters with their homework? In what way?

RESPONSIBILITY AND COMMITMENT

_____

1   2   3   4   5

A. What jobs or chores do you do at home?

B. What special jobs have you done for your teacher?

C. What would you do if you were ill on the day you were scheduled to tutor?

ABILITY TO COMMUNICATE

_____

1   2   3   4   5

A. Have you ever approached and started a conversation with a new student

B. Explain the directions to a game out loud to me (Examples: Hide-and-seek, 7-up, kickball, etc.)

USE OF IMAGINATION OR INITIATIVE

1   2   3   4   5

A.   What would you do if you have five minutes left at the end of a tutoring lesson?

B.   What do you do when you have finished your assignments in your classroom?

PATIENCE

1   2   3   4   5

A.   Give an example of a time when you had to work very hard to control your temper?

B.   If you were a tutor, what would you do if your tutee would not follow directions?

Final question:

Would you be willing to be a substitute tutor?

Additional comments by interviewer:_____

_____

_____

CROSS-AGE TUTORING PROGRAM

Dear Parents:

Your son/daughter has made application to become a tutor in the cross-age tutoring program. He or she will work with a student from one of the lower grade levels. Being a tutor is a responsible position. It means:

1. attending a training session.

2. working closely with the classroom teacher.

3. being responsible for his/her own classroom assignments.

4. working with the tutee until the end of the assignment.

5. calling a substitute if unable to be there.

All applications will be given careful consideration.

_____

school name

_____ has my permission to be a cross-age tutor.

_____

Parent Signature

Thank you. Please return to classroom teacher by ____

After the tutors have been selected, It Is Important to notify them as soon as possible. There are several ways to do this. You could send a list of names of those who were selected to the homeroom teachers and let them read the names or post a list of names somewhere In the room.

Since It Is considered an honor to be selected as a tutor, It would be nice to present each tutor with a certificate of congratulations Informing them that they will be participating In the program. A copy of a sample certificate has been provided on the following page.

CONGRATULATIONS

YOU HAVE BEEN SELECTED AS A

TUTOR

_____

BY

_____

DATE

Please note: An image on this page was redacted due to copyright concerns.

After the tutors have been selected, the program coordinator may wish to gain more information about each tutor to match him or her with a younger student for tutoring. The following form is to be given to the homeroom teacher of the tutor, filled out, and returned to the program coordinator.

At each step, try to remain in contact with the homeroom teachers as much as possible and let them know important dates that are coming up so there are few surprises. The success of the program depends on the cooperation of all grade levels involved.

TUTOR INFORMATION SHEET

Tutor_____ Grade _____

Teacher _____ Age_____

If there is a preference as to the time or day that the tutor will be working outside the classroom please identify here.   Days _____

                    Time of day _____

Please check the following if it applies to tutor:

_____boy   _____sensitive

_____girl   _____left handed

_____passive   _____underachiever

_____agressive   _____hard worker

_____broken home   _____active

_____creative   _____competitive

Any comments:

The following letter can be distributed to the
teachers who have tutors in their classrooms. It
should be passed out only after consulting the homeroom
teachers to find out when the most convenient time
would be for the students to be leaving their classroom
for a tutor meeting. It is important that the program
coordinator have as many tutors there as possible. The
training period is important if the tutors are going to
do their job correctly.

Before the training session, the folders for each
tutor should be made. Inside the folder will be
materials you plan to use at training sessions and also
assignment cards telling the tutor who he or she is
going to be working with. You may wish to arrange a
short time period at the beginning of the training
session where the tutor and tutee have a chance to meet
each other and get acquainted. After a brief meeting,
the tutees may be excused to return to their rooms so
that the tutor training may begin. It is not easy to
arrange schedules to get all of the tutors together at
one time and the fewer times you need to do this the
happier the teachers of the tutors will be.

_____
                  date

Dear teachers,

     This _____, is our training session for the cross-age tutoring program. Please plan on your students being gone for about _____. This is a one time situation where they will be meeting the student that they are going to be working with for a brief time period. Then following that meeting will be a tutor training class.

     Thank you for allowing your students to prepare themselves for this important assignment. We will be meeting _____.

        place

Following is a list of the students from your classroom who need to be at the tutor training session.

1.   5.

2.   6.

3.   7.

4.   8.

Please read and post in your room. Thank you.

                        Sincerely,

Following the training session. It will be up to the tutors and staff to keep track of their schedules. Minor problems can probably be solved by the supervising teacher and the tutor. If there is a more serious problem, i.e. a student not showing up to tutor when he or she is supposed to, or a conflict between tutor and tutee. then it may become necessary to intervene and do some problem solving with the tutor.

It may be necessary to hold occasional meetings throughout the time period that the tutors are working with the tutees. Small rewards along the way are good morale boosters, but usually just knowing that they are helping someone else is motivation enough to keep most students going.

If there is an award assembly at the end of the school year at the reader's school. this is a good time to give some special recognition to the tutors for their effort. Following are two examples of certificates of participation that can be copied. The first certificate is a generic all purpose one that can be used the way it is by just adding the tutor's name and school. The second certificate is an example of how the first certificate can be changed to personalize it for your school.

Certificate

of

Participation

Cross Age Tutoring Program

_____

Certificate
of

Participation

Cross Age Tutoring Program

Lake Youngs Elementary

June 1991

SECTION II

FORMS FOR THE TUTOR TRAINING SESSION

Because time is limited to probably only one or
two training sessions and there is so much material to
cover, the reader will need to look over the following
suggestions and decide for himself or herself which of
the following suggestions they will want to cover in
their training session.

1. Let the tutors know that they are making a commit-
   ment for a specific period of time. The most
   formal way to do this is to ask the tutors at the
   training session to sign a tutor contract. A copy
   of a tutor contract has been provided for the
   reader following the next two pages of material.

2. Train the tutor specifically in positive
   reinforcement.

   a. be sincere

   b. avoid overpraise

   c. use variety

   d. the student must always do his or her own work

3. Time budgeting skills. The tutors need to be able
   to budget their time:

   a. during the instructional period

   b. for completing tasks of his or her own if they
       are missing classtime.

4. Movement skills: the tutors should be instructed
    on how to enter other classrooms without
    distracting the class, to find out what their
    assignment is to teach, and to move with the tutee
    to the area in which they will be working with a
    minimum amount of disruption to the tutee's
    classroom.

5. On-Task Skills

    Teach the tutors what to do if a student is not
    paying attention to the task, such as:

    a. playing with materials or toys

    b. looking at other people or things in the room

    c. daydreaming

    d. negative comments

6. Alternatives

    a. review main concepts of less

    b. challenge to beat a record

    c. play a simple game

7. Teach the tutors how to give praise

    a. always let the tutee know when he or she is
       right

    b. praise the specific behavior, not the whole
       child

       Examples:

       Good: "You remembered how to read that word!"

              "Good spelling!" "That is a hard word"

              "How did you know that word?"

Poor: "You are the greatest reader!"

"You must be the best speller in your

class."

c. Develop a variety of praise words. There is a

list of many possibilities later in this

section.

d. Be sincere when you give praise.

e. Always be looking for opportunities to offer

praise.

f. Be aware of the way you offer praise. How you

say something is even more important than what

you say.

8. Teach the tutors how to correct the tutee if his or

her answer is incorrect. When the tutee offers an

incorrect response the tutor should tell or show

the pupil the correct response. This is very

important. The tutor must be kind yet firm. After

showing or telling the tutee the correct response,

the tutor should try to get the tutee to say the

correct answer.

TUTOR

TRAINING

BOOK

NAME_____

Homeroom Teacher_____

TUTOR CONTRACT

I, _____ make a

commitment to tutor

_____.

I am willing to spend 20 - 40 minutes once or twice a week outside of my regular classes to tutor.   yes   no

I agree to make up any assignments that I miss due to tutoring.   yes   no

I agree to attend each scheduled tutor session, health permitting.   yes   no

I agree to keep daily journals after each teaching session.   yes   no

I agree to complete a training course in order to become a tutor.   yes   no

I agree to work with my tutee until the end of the assignment.   yes   no

_____
Tutor Signature

CROSS-AGE TUTORING PROGRAM

TUTORING SKILLS

1. Help your students to relax, but also be on task. Be a model.

2. Do all timings accurately.

3. Give clear and simple instructions.

4. Try to understand how your student feels if he/she has difficulty doing a task.

5. Know the lesson you will be tutoring.

6. Sit next to the student you are tutoring.

7. Explain your lesson clearly.

8. Check your student's work for accuracy.

9. Know how to help student correct errors.

10. Listen carefully and pay attention to your student.

11. Know where your materials are that you are to use.

12. Remember to give frequent praise.

TUTORING PROCEDURE: What to do each time you tutor.
When you come into the classroom:

1. Bring your folder or materials you will need.

2. Sit down with your student and look over the lesson.

3. If you have and questions, ask the supervising teacher. If you don't have questions, begin the lesson.

4. Teach your student for _____ minutes.

5. Evaluate your student's progress.

    Some teachers may wish the tutor to provide some
    type of a written record of the tutee's progress.
    If so the classroom teacher should instruct the
    tutor as to the manner in which this should be
    done.

6. Turn in materials and tell the teacher how your
    student did that day if he or she is not busy with
    other students at that time.

TUTOR -TUTEE INTERVIEW

KINDERGARTEN, FIRST AND SECOND GRADE

Purpose: For the tutor and tutee to get to know each other.
The tutor should ask the tutee the following
questions. Responses should be written down for
future reference. The tutor should also answer
the the same questions orally for the tutee so
that the tutee will get to know the tutor better
and feel more at ease.

Name of tutee_____ Age_____

1.   How many brothers do you have?_____

2.   How many sisters do you have?_____

3.   Do you have any pets?_____

_____

4.   Do you like to read? _____ Why or why not?_____

_____

5.   What is your favorite play time activity?_____

_____

6.   What is your favorite color?_____

7.   What is your favorite food?_____

8.   What do you like to do best at school?_____

_____

9.   What would you like me to help you to learn?_____

_____

TUTOR-TUTEE INTERVIEW

THIRD, FOURTH, FIFTH, AND SIXTH GRADE

Purpose: For the tutor and tutee to get to know each other.
The tutor should ask the tutee the following
questions. Responses should be written down for
future reference. The tutor should also answer
the questions orally for the tutee so that the
tutee will get to know the tutor better and
feel more at ease.

Name of tutee _____ Age _____

1. How many brothers and sisters do you have? _____

_____

2. Do you have a pet? _____ If not, if you
could have a pet what would you have? _____

3. Do you like to read?_____ Why or why not?_____

_____

4. Do you have a fovorite book?_____ If yes, what is the
name of the book? _____

5. What is your favorite spare time activity? _____

6. What is your favorite color? _____

7. What is your favorite food? _____

8. What do you like best at school?_____

_____

9. Who is your best friend? _____

10. What do you like to do together? _____

_____

11. What is the hardest thing for you to do in school? _____

_____

12. How can I help you with that? (refers back to #11) _____

_____

HOW TO USE PRAISE THROUGH POSITIVE REINFORCEMENT

1. Avoid overpraise. (Example: "You're the greatest
    reader!" etc.)

2. Always be sincere. (Be honest and believeable)

3. Use a variety of praise words

4. Try to look for something good in the tutee's work.
    Find something that the tutee has done right and go
    from there.

5. The student must always do his or her own work, but
    there are ways that you can help guide the tutee to
    discover the right answer.

    _____ Use questions to help get student thinking
            along the right line of reasoning.

    _____ If the student still seems confused, then
            offer examples that are similar to the
            task that the tutee is doing.

6. Always let the pupil know when he or she is right by
    praising the specific behavior.

7. Don't make the praise sound too big. Even young child-
    ren are clever enough to see through that.
    Example: "You're the greatest speller in the world!"

ON TASK BEHAVIOR

The questions on this page are provided for the purpose
of discussion with the tutors. Space is left for the tutors
to take notes on the discussion so that in the future as

they tutor if they should encounter any of these situations they may refer back to the notes that they took during the training session.

1. WHAT IF THE TUTEE IS NOT PAYING ATTENTION?

_____

_____

_____

2. WHAT IF THE TUTEE IS PLAYING WITH THE MATERIALS OR TOYS?

_____

_____

_____

3. WHAT IF THE TUTEE SPENDS TOO MUCH TIME LOOKING AT OTHER PEOPLE OR THINGS IN THE ROOM?

_____

_____

_____

4. WHAT IF THE TUTEE SEEMS TO BE DAYDREAMING?

_____

_____

_____

5. WHAT IF THE TUTEE IS NEGATIVE IN COMMENTS AND ACTIONS?

_____

_____

_____

STATEMENTS OF PRAISE AND ENCOURAGEMENT

The following is the promised list of suggestions to help you add variety to your praise when working with the tutee. Keep this list in mind when working with your tutee.

1. It looks like you really worked hard!

2. Very accurate answers

3. That's terrific!

4. You should be proud of that!

5. Great, (name)! You really followed directions, read well, etc.

6. You are really improving in (name specific area). I'm proud of you.

7. I'm proud of you when you (be specific - reinforce desired behavior)

8. _____ is listening with such concentration.

9. You are very polite, _____.

10. You have been a very good listener while I was reading. Thank you.

11. _____ has all of her supplies on her desk and is ready to go.

12. _____ has gotten materials and has started to work already!

13. Congratulations! You made (did) it.

14. Wow! That's really super!

15. This is terrific!

16. You beat yourself again! (for improved time on an assignment)

17. Wow! That's really terrific!

18. I'm so proud of you that you've...

19. Right on!

20. Oh! That turned out just perfect!

21. That's right, _____! Keep it up now.

22. Look at that.... Wonderful!

23. You're on the right track now.

24. You're doing a good job.

25. You did a lot of work today!

26. Now you've figured it out.

27. This is so terrific! Will you show that to (another teacher, parent, student?)

28. You're having a fantastic day today!!!

29. You're really working hard today.

30. You should be proud of the way you worked today.

31. That's coming nicely.

32. You did (name a specific activity) very well.

33. You're doing beautifully!

34. I like the way you (name specific activity).

WHAT TO DO WHEN THERE'S NOTHING TO DO

1. Play simple games. _____

2. Review the concepts that you have been teaching.

3. Challenge to beat the student's own record.

4. Read a story to the tutee.

5. Have the student count backwards from twenty. (This
    activity helps the student in subtraction math facts.

6. Have the student count by two's and three's. (Skip
    counting; helps the student find patterns in math and
    helps to learn multiplication facts.)

7. Have the student suggest the game. (Needs to be short
    and simple).

SECTION III

FORMS FOR END OF YEAR EVALUATION

The following letter is to be distributed to the
teachers who have students being tutored by students in
higher grade levels. The purpose of the letter is to obtain
information that will assist in making improvments in your
program for the following year. Every program has some
unique qualities that may not be present in other schools.
Obtaining feedback from other teachers will help to tailor
your program to your particular school.

The following form is to be given to the tutors at the final tutor meeting for the year. The information provided by the tutors is valuable in planning ahead for the next year.

----
                                    date

Dear Teachers,
        I hope that you have been satisfied with the extra
attention and tutoring that your students have received this
year. It is hoped that the consistent one-on-one assistance
which they have received over a period of time has helped
them to improve their academic skills as well as build a
close relationship with another student from an older grade
level.
        I would appreciate a few minutes of your time to fill
out the following questionnaire. This will assist me in
making necessary changes in the program for next year.
1. Would you be interested in having tutors work with your
    students again next year in a similar situation?
    Yes or No

2. Are there any other subject areas that you would like
    the tutors to assist you in working with your students?

3. What types of activities did you ask your tutors to do
    with your students?

4. Did you encounter any problems with the tutors?
    (Examples: not following your directions, etc.)

5. Do you have any suggestions that you think would improve
    the program for next year. Please feel free to comment.

    Your cooperation has been greatly appreciated.

                                    Sincerely,

EVALUATION OF CROSS-AGE TUTORING PROGRAM - TUTOR

Your opinion is valued and important. I greatly appreciate your support and commitment to the students you have tutored this year. You should be proud of the fact that you have made a difference in their ability to perform their assignments. Being able to feel successful in school is important to each student. Thank you for your dedication and assistance in helping someone else succeed!

1. Have you enjoyed being a cross-age tutor?
    Why or why not?

2. Were you satisfied with the progress that your tutee made?

3. What did you help your tutee to learn?

4. Were there any difficulties or conflicts with your tutee?

5. What do you feel that you have learned through this experience?

6. If the calendar was suddenly turned back to the beginning of the school year, would you want to tutor again?

7. Did you feel that the teacher that you worked with was specific enough in his or her directions?

8. Do you have any comments or suggestions on how we could improve the interviewing, training, or program? Please be as specific as possible. Thank you.

The following form is to be filled out by the teachers
of the tutors. Remember that their help is a necessity in
order for the program to be able to function. Be sure to
let them know that they are appreciated for their part in
the cross-age tutoring program.

EVALUATION OF CROSS-AGE TUTORING PROGRAM

TEACHERS OF TUTORS

Dear Teachers,

I appreciate the time you have given to the cross-age
tutoring program this year by letting your student leave
class for a short period of time each week to allow them to
help another student be more successful in their school
work. You have helped to provide an invaluable resource for
the students who need the one-on-one assistance to complete
their assignments correctly. I hope that as the program
progressed you were able to notice a level of satisfaction
on the part of your students as they learned through
teaching others. This has hopefully been a mutually
rewarding experience for all.

Please take a few minutes to respond to the following
questions. I am interested in making the program as
successful as possible with the least amount of disruption
to your classroom schedule.

1. Did you feel that any of your students showed an im-
    provement in their attitude toward their own school work
    as a result of helping a younger student?

2. Did any of your students express concern or affection
    toward the student they were teaching?

3. Do you feel that any of your students suffered a
    decrease in their ability to complete their own
    assignments as a result of the time they spent tutoring?

4. Did any of your students express any complaints about
    their cross-age tutoring experience with you?

    If so, do you remember what they were and could you give
    an example?

5. Do you feel that the time your students spent tutoring
    helped them in any way with their own school work?

6. Do you have any suggestions to offer that you feel would
    help us to improve the program?

7. Would you be willing to share your students next year to
    take part in this program?

THANK YOU FOR YOUR SUPPORT!

Sincerely,

Cross-age Tutoring Coordinator

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The purpose of this project was to prepare a handbook for teachers or other interested school personnel to use in establishing a cross-age tutoring program. The handbook privided rationale for starting a cross-age tutoring program, described how to implement a cross-age tutoring program, and provided forms to be used by the reader to help in setting up and running the program. In addition certificates and evaluation forms were provided for the program. Evaluation is considered to be an important part of the program in order to make necessary changes for future success. Since no two schools are exactly alike and each differs in teacher cooperation, scheduling, administrative attitude, and accademic need, some restructuring of the program will probably be necessary for successful implementation.

This program could work equally as well on the high-school level with some modification to the program. Some programs do exist at that level, but are not as commonly used.

Conclusion

In conclusion, the current handbook is a tool for a teacher in an elementary school to use in establishing a cross-age tutoring program. It does leave room for further evolution of the handbook in order to fit each specific school setting.

There are many children who are in need of extra help and individualized attention so they can feel successful in school. We have the resources available within the schools through training fifth and sixth grade students as tutors. Older students can provide expertise that the public schools don't have money to fund. At the same time, the tutors are gaining both emotionally and socially, as well as sharpening their own academic skills through teaching these skills to others. The tutors act as models for the younger students. They can eliminate frustration that the tutee may otherwise experience. By giving immediate feedback the tutor can keep the student on track. By helping keep the tutee on track, the tutor will foster the feeling of accomplishment necessary to the success of his or her student. It is difficult to get this experience of success if students cannot read independently and work on their own grade level. That is why the cross-age tutoring program is so valuable for the tutee, the tutor, and the teacher.

Recommendations

The implementation of a cross-age tutoring program takes a considerable amount of time. The size of the program will vary according to the size of the school and the number of tutors requested by the staff. The larger the number of tutors involved, the more time it will take to operate the program. It might be well to limit the number of tutors taking part in the program for the first year, until the teacher has had the opportunity to gain first hand experience and feedback regarding his or her particular school and program.

It is recommended that those wishing to implement a cross-age tutoring program should look at as many existing programs as possible for suggestions.

It is further recommended that a cross-age tutoring program be researched and implemented at the secondary level. While this handbook may be of assistane in its basic format, an additional handbook tailored to the secondary level should to be developed.

BIBLIOGRAPHY

Aal. Toni. Letter. Unpublished. 18 June 1991.

Berlinger, D. (1988). Putting research to work.
Instructor, 47(5). 14-15.

Broz, B. (1984). Tutoring: Lessons from the country
school. English Journal, 73(8). 36-37.

Casanova. R. (1988). Peer tutoring: A new look at a
popular practice. Instructor, 47(5), 14-15.

De Paulo. B. M.. Tang, J., Webb, W., Hoover, C., Marsh. K..
& Litowita. C. (1989). Age differences in reactions
to help in a peer tutoring context. Child Development,
60(2). 423-439.

Di Sibio, R., & De Reu, N. (1986). A big plus in teaching
science. Science and Children, 23(6). 29-30.

Eiserman, W. (1988). Three types of peer tutoring:
Effects on the attitudes of students with learning
disabilities and their regular class peers. Journal
of Learning Disabilities, 21(4), 249-252.

Gelernter. C. (n.d.). Tutoring disabled sudents gives this
sixth-grader a goal. The Seattle Times, n.p.

Koenke. K. & Mc Clellan. J. (1987). ERIC/RCS Report:
Teaching and testing the reading disabled child.

<u>Language Arts</u>, <u>64</u>(3), 327-329.

Marcus, H. (1984). The writing center: Peer tutoring in a supportive setting. <u>English Journal</u>, <u>73</u>(5), 66-67.

Moen, R. (1990). Personal interview. 23 August 1990.

Paolitto. D. (1976). The effects of cross-age tutoring on adolescence: An inquiry into theoretical assumptions. <u>Review of Educational Research</u>, <u>46</u>(2), 215-237.

Powell, J., Wisenbaker, J., & Connor, R. (1987). Effects of intergenerational tutoring and related variables on reading and mathematics achievement of low socio-ecomomic children. <u>A Journal of Experimental Education</u>, <u>55</u>(4), 206-211.