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UNF UNIVERSITY of NORTH FLORIDA

CROSS-AGE TUTORING

Joan P. McGovern

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Chapter 1

Introduction

Improving children's ability to read is a primary concern in education today. There have been a vast number of research projects, books and articles written during the past ten years aimed at improving reading skills. Since reading is a skill which like other skills requires practice, it might be more profitable to extend the investigation and examine the children's attitudes toward reading. For after all, the true value of reading lies not in its possession but in its use. Improving children's skills in reading can give them the means to be successful readers but improving their attitudes toward reading can help ensure their use of that means.

We assume that children come to school with a positive attitude toward reading; yet by junior high school, a disturbingly large number of students do not like to read. Many children in elementary school experience early failure because they do not read at the grade level defined for their chronological age. They feel they cannot read well, so they dislike reading. Aversion leads to avoidance, and their skill development slows down. Children who do not perform well are usually given large amounts of daily drill practice which does little to convey the attitude that reading is enjoyable.

Rationale

Improving reading ability is naturally a primary concern at San Jose Catholic School, but an observation of the sixth grade reading class reveals little actual reading occurring. The students can be observed working their way through drill sheets on specific reading skills, drill sheets which in most cases are repetitive and therefore boring to the students. The students are working on all the separate skills of reading, but in actual fact are doing very little reading outside of that which is assigned.

San Jose Catholic School has accepted a federal program which involves the Instructional Management System (I.M.S.) used in Duval County. This system is designed so that each student is tested and placed on a reading level according to the score he has received on the test. The students' reading level is recorded on a card, called a tracking card, which lists all the individual skills which make up the reading process. The students are then grouped with other students on the same level and receive instruction for each specific skill. The students are given practice work to help them master that skill and pass a post test. They may work on two or three skills simultaneously, but the procedure of pre test, instruction

Statement of the Problem

As stated before, it appears that the sixth grade students at San Jose Catholic School would benefit from reading skills practice that would give them the opportunity to become more involved in the learning process. This project is designed to implement cross-age tutoring at San Jose Catholic School with an entire sixth grade class tutoring a second grade class in reading. The goal of the project is to improve the attitude toward reading of the sixth graders. Attitudes before and after tutoring will be rated on a slightly modified version of the Estes Attitude Scale. It is expected, though it will not be formally measured, that both groups of students will also improve their reading skills. The second graders' skills should improve because of receiving individual help and attention, the sixth graders' skills should improve because they will be applying their reading skills in a real-life and useful situation.

by the teacher, practice of the skill and post test is always the same.

Reading skills must be applied to have value, but with all the separate skill testing and practice that occurs during the reading period, there is little time for actual reading. Thus, it would appear that there is a need for a method that would give the students the practice in skills which they need, but practice that would be pleasurable and practical, utilizing a method that would involve the students in the learning process by forcing them to apply their knowledge in a real life situation.

One method that appears appropriate to the situation at San Jose Catholic School involves a helping concept. Research indicates very positive results in improving attitudes toward reading of students who are involved in tutoring projects. Older students tutoring younger students or cross-age tutoring projects have been attempted with possibly every age, sex and grade pairing. The results indicate gains for the older and younger students in both the affective and academic areas.

Definitions

Attitude Scale	Rating system devised to determine the attitude toward reading; a description of feeling which could be negative or positive.
Comprehension Skills	A series of skills which are taught to develop students' understanding of the author's meaning in practical language.
Cross-age Tutoring	Older students helping younger students to master a skill.
I.M.S.	Classroom management system designed to promote teaching and record keeping of specific reading skills.
Phonics	Letter, sound relationship.
Post Assessment	The final measurement of performance or exit level of achievement.
Pre Assessment	Measure of achievement at the time of entrance into a course, group or project.
Rating Scale	Designed by Tom Estes to determine change in attitude toward reading.
Reading	Decoding and responding to the printed page.
S.R.A.	Nationwide test that evaluates the students' present ability to perform within various subject areas. The test also compares students in the Catholic Schools in the Diocese of St. Augustine with random sample of students in the nation.
Tutoring	Individual help given a student.

Chapter 11

Review of the Literature

Children helping other children to learn has long been an accepted method for providing individualized instruction for students needing additional help with their studies. More pertinent to this paper, though, is a less well known, but no less accepted, principle, one which involves benefit to the student who is assuming the teaching role. The literature states that teaching peers can be a potent method of learning for the student doing the teaching. In schools, the practice of having older students help younger students on a one to one basis, is referred to as cross-age tutoring.

An interesting discussion among early references to peer tutoring was that of John Comenius, a Moravian leader, whose work was probably completed in 1632, but published first in 1849. He wrote the saying:

> "He who teaches others, teaches himself." is very true not only because constant repetition impresses a fact indelibly on the mind, but because the process of teaching in itself gives deeper insight into the subject taught.[1]

Comenius recommended that the student who really wanted to make progress should arrange to give lessons in the area he was studying.

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[1]Comenius, John Amos, Great Didactic, Part 2, London A and C, Black Ltd., 1921, p. 47.

Another early reference is that of William Bentley Fowle, a nineteenth century educator, who disliked the traditional school instruction. He stated:

> "By teaching the younger children, the more advanced are constantly reviewing their studies, not by learning merely, but by the surer method of teaching what they have learned to others."[2]

Fowle also noted a fact that is touched on in other literature on tutoring when he pointed out that the explanation given by a teacher might not be clear to a child, whereas another student might be able to make a concept clear.

> "I am not ashamed to own that I often called on my monitors to explain what I had failed to make a little scholar apprehend."[3]

Fowle labeled this style of interaction as 'Learner-Focused', as it incorporated motives of benefit to both tutor and tutee.

Gartner, Kohler and Reissman in a review of learning through teaching programs stated that "It was the requirements of the Industrial Revoluation in the late eighteenth century that aroused public interest in

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[2]Fowle, William Bentley, The Teacher's Institute, New York A. S. Barnes, 1866.

[3]Ibid.

education, and the advantages of mutual instruction."[4] In an attempt to educate poor children, Joseph Lancaster, an English Quaker, opened a school in 1792. Lancaster did not have the money to hire teachers, so he utlized the students themselves as the teachers. This system came to be called the Monitorial System. His book Improvements in Education, (1806) documents the positive results achieved through this experiment.[5]

Lippitt & Lohman reported progress of both tutor and tutee in several areas after participating in a tutoring program.[6] For the younger ones there was improved performance, interest, attentiveness and opportunity for individual recognition. The older children also gained in terms of their attitudes, interest in schooling and ability to work cooperatively with other children. These programs were based on the following assumptions:

1. Younger children often model the behavior of older children--which can be used in an educational context where models are trained in appropriate behavior.

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[4]Gartner, A., Kohler, M. and Reissman, F., Children Teach Children. New York: Harper, 1971,

[5]Lancaster, Joseph, Improvements in Education, London: Collins and Perkins, 1806.

[6]Lippitt, Peggy and Lohman, John E., Cross-Age Relationships - An Educational Resource. Children 12, No. 3, (May-June 1965), pp. 113-117.

2. Tutors are learning materials more thoroughly than they might in the regular classroom setting.

3. The relationship that tutors develop with supporting adults affect those older children who have been trusted to carry out an important work assignment. Also, within the tutorial context these children have the opportunity to work on peer relationship skills.

4. Tutors through their efforts can be more certain of their academic and effective skills and interpersonal competencies.[7]

The Lippitts' work in tutoring focused primarily on affective rather than academic areas. There was little emphasis on proving the effectiveness of specific tutorial techniques. The emphasis was on socialization strategies. Their record keeping was mainly anecdotal and thus did not contain much solid evaluative data. Their work seemed successful though and soon larger tutoring projects were developed and implemented.

At about the same time the Lippits were beginning their work, a program called Mobilization for Youth, which was part of the Kennedy anti-delinquency projects began. This was a program in which older children were paid to tutor younger children after shool. Mobilization for Youth was designed to improve the younger

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[7]Lippit, Peggy and Lohman, John E., Cross-Age Relationships - An Educational Resource. Children 12, No. 3, (May-June 1965), pp. 113-117.

children's reading achievement and all students were pre and post tested.

The results of this study showed an average of six months' reading improvement for the tutees, whereas a control group only showed three and one-half months' gain. The tutors though showed a mean growth of 3.4 as compared with 1.7 for the control subjects.[8]

Youth Tutoring Youth was another program that began in the nineteen sixties. This program involved high-school-aged students who were at least two years behind grade level in reading. These students were paid to teach younger underachieving students in low income a-reas. This was an after school program and the main thrust was "Learning to learn through teaching."[9] Ba-sically, Youth Tutoring Youth was set up to improve the tutors learning and development. The program is now operating in more than 400 cities in schools and in so-cial service agencies.[10]

The successful implementation of the program is built on four fundamental requirements:

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[8]Cloward, Robert,"Studies in Tutoring", The Journal of Experimental Education 36, no. I (Fall 1967), pp. 14-25.

[9]National Commission of Resources for Youth, "Youth Tutoring Youth - It Worked", Contract No. 42-7-001-34, New York City, January 31, 1969.

[10]Ibid.

1. A carefully developed internship with refresher workshops for tutors, administrators, supervisors, and other personnel in the program.

2. Solid commitment on the part of the administrators to the program.

3. The encouragement of flexible modification of the Youth Tutoring Youth design to make it applicable to specific conditions.

4. The assignment of a specific person who will have as his major responsibility the carrying out of the program at the local level.[11]

Youth Tutoring Youth, though concerned with the tutors' learning, recorded reading gains for the tutor and the tutee. The report also included an extensive variety of affective gains. The following are a few of the reported findings:

> The new pride evident in the tutors as they grew in their new role of 'teacher'; and in their own eyes, as well as those of parents, teachers, and tutees.
>
> The books that disappeared from shelves and circulated in the group, as the written work came into their lives in a real way for the first time.
>
> The endless variety of complex and simple materials they devised, as their creativity thrived in attempts to spur tutees.
>
> The successful participation of sub-professional community people, and the enthusiasm

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[11]Cloward, Robert D., "Studies in Tutoring", The Journal of Experimental Education, 36 No. 1, Fall, 1967.

and support they engendered in other parents.[12]

Youth Tutoring Youth had many successful variations. One in St. Louis had underachieving students from a junior high school return to their former elementary school classrooms to tutor younger students. Gartner and Reissman reported that underachieving students in the school they formerly attended did much to reinforce the tutors. Teachers who remembered these students as discipline problems saw them in a different light.[13]

Strodtbeck, Ronchi and Hansell in a report prepared for the National Commission on Resources for Youth, noted that the premise of Youth Tutoring Youth seemed alien to traditional educational and psychological practices. The idea of paying only the lowest achieving students seemed to them an attack on the norms of the students that were achieving. They also noted the lack of close supervision or quality control of the tutors' work. They pointed out that those who were hired were given no reward for merit. All received the same payment, whether their performance was poor or excellent. In spite of these negative factors, the report ended with the following

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[12]National Commission of Resources for Youth, "Youth Tutoring Youth - It Worked."

[13]Gartner, A., Kohler, M. and Reissman, F., Children Teach Children, New York: Harper, 1971.

statement....."Just as the tutors in this program learned more than the tutees, it is possible that from this effort the group at the social psychologists' laboratory learned more than our clients."[14]

Gerald Newmark and Ralph Melarango, both of whom have done extensive work in the field of tutoring, concluded that "Tutoring to be maximally effective should be extended to create a 'tutorial community' in which everyone is a learner and a teacher."[15] Newmark and Melarango carried out a project in Pocina, Los Angeles, where the parents also became involved in the tutoring.[16]

Kindergarten teachers who were involved in this project described how their classrooms at the end of the year differed from previous years. The teachers made the following statements:

> "More activities were going on at one time; more individual learning took place, with less group work; students had more choices among tasks and materials; the teachers were more aware of

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[14]Strodtbeck, Fredl., Ronchi, D., Hansell, S., Report Prepared for the National Commission on Resources for Youth on Grant 42-0-005-34, Office of Reserach and Development, United States Department of Labor, Manpower Administration, December 1972.

[15]Newmark, Gerald, and Melarango, Ralph J. "Tutorial Community Project: Report on the First Year, May, 1968-June, 1969".

[16]Ibid.

individual differences among the students."[17]

Gartner and Reissman in their book on tutoring in discussing the Pocina project said,

> "Probably the idea that was expressed most forcefully was that the atmosphere in the classroom was much more relaxed and comfortable. This was true despite the fact that there were more people in the room with a higher noise level."[18]

Outside evaluators who studied the Pocina project expressed strong feelings that the project had been beneficial for tutors and their students, but they also saw problem areas. Several were:

1. Need for more training and support for the tutors.

2. Need for a different school organization that would allow time for overall planning and development of the tutorial system.

3. The need for increased involvement of parents so they would know more about the project and would be able to support it more.[19]

The success of these programs led to other studies linking social psychological theories to the practical application of tutoring. The Center for the Study of Evaluation reports:

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[17]Newmark

[18]Gartner

[19]Newmark, p. 35.

> "Many of the processes that practitioners and observers of tutoring programs report informally can be seen as corresponding to established effects in the field of social psychology. These processes indicate substantial potential for cross-age tutoring as an intervention designed to produce motivation, behavior consonant with the goals of schools, achievement and satisfaction in both tutors and tutees, but especially in tutors."[20]

Jerome Bruner proposed giving students more responsibility for the education of their fellow students. He felt that this was one way to deal with the psychological problems associated with prolonged schooling, such as feelings of uselessness and the disinterest of learners. He urged that education be a communal undertaking, rather than follow the traditional competitive structure. He also discussed the idea of giving older children some responsibility for helping others, especially younger children. "The 'intermediate' generation of youth could thereby gain a sense of purpose and useful participation all too often lacking in their lives."[21]

Herbert Thelen investigated what he called "The Caring Relationship"--The relationship between tutor

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[20]Center for the Study of Evaluation, Tutoring and Social Psychology: A Theoretical Analysis, p. 31.

[21]Bruner, J. Immaturity - It's Uses, Nature and Management. The Times Educational Supplement, London, Oct. 27, 1972.

and tutee.[22] He worked with students who had academic difficulties, as well as with emotionally disturbed youngsters. In 1967, pilot projects were conducted in three Chicago schools, including the Laboratory School of the University of Chicago. Thelen believed that this "Caring Relationship" should become the central focus of the school.[23] His vision included the following:

1. Development of a sense of community within the school by cutting across grade lines and by providing a common interest (teaching) in which students at many different levels can participate.

2. A reduction of cross-cultural, cross-generational, and authority barriers to communication.

3. Changing the climate of the school through the development of the norm of concern for each other; substituting the forces of co-operative inquiry for the anxious competitiveness which presently distorts children's perceptions of each other.

4. Enhancing ego development and self-esteem of the kids.

5. Letting students see a new use for subject matter knowledge, and thus assimilate it better and even come to want more of it.

6. Giving youngsters a chance to practice the adult role of teacher.

7. Offering leadership training to students

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[22]Thelen, Herbert A., "The Human Person Defined". Paper presented at the Secondary Education Leadership Conference, St. Louis, Missouri, November, 1967.

[23]Ibid.

in the hope that they may become indigenous leaders in their community.

8. Increasing by a large factor the amount of teaching going on in the schools.

9. The possibility of individualizing instruction, on a one-to-one tutorial basis.

10. Giving the younger kids a big brother or sister who can guide them during the year.

11. Providing remedial resources pinpointed to the kids when they need the most help.

12. Picking up cues for better teaching and management by watching the more successful 'natural teachers' among our own students, especially when they come from backgrounds different from ours.

13. Reminder that the helping or adjunct teaching roles might also receive student teachers, parents and helpers from the community.[24]

Thelen noted that he was interested in using tutorial activities as a way to develop the child's own insight into the learning process, so that they could cooperate more with their teachers. He was looking for a way that might help students learn how to learn.

The literature reviewed thus far has had the unifying thread of citing benefits to the tutor. The skills being taught were secondary to the more subtle effect of the experience of tutoring. Jerome Bruner talked about this contribution to the quality of life when he wrote:

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[24]Thelen

> When we read Urie Bronfenbrenner's perceptive analysis of the isolating tendency within American society to grade and segregate by age, one realizes that the idea of each teaching another, may indeed be a revolutionary step toward maintaining community in a society where the forces of urban organization, of mass production, and indeed of mass education are all centrifugal.[25]

Bruner explained that tutoring projects may have to stress their potential for academic gains to be accepted by superintendents, principals and school boards. He said though "this was not the right reason for the programs to be adopted, the academic gains were a bonus."[26]

> The real reason should be to get us an inch of the way toward making the helper and the helped, the universal unit of exchange, within a culture that continues to produce lonely crowds, lonelier than ever.[27]

In short, the literature reviewed here seems to support the establishment of a cross-age tutoring project with the intended goal of improving the attitude toward reading of the sixth grade students of San Jose Catholic School. It is assumed, based on the review of the research, that both groups of students will also benefit by increasing their academic performances in reading.

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[25]Bruner, Jerome S., The Process of Education, New York, Vintage Books, 1963.

[26]Ibid.

[27]Ibid.

Procedures

The project is designed to have an entire sixth grade class at San Jose Catholic School tutor a second grade class in reading. There will be three tutoring sessions a week, each lasting twenty minutes, for five weeks. The students will be paired by using the reading scores each has received on S.R.A. standardized tests. The S.R.A. scores for each grade will be divided in three categories; below grade level, grade level and above grade level. The students will also be paired according to sex, so that below grade level students will be tutoring below grade level students and boys will be tutoring boys.

The goal of this project is to improve the sixth grade students' attitude toward reading. The sixth graders will be given a slightly modified version of the Estes Attitude Scale which is included as Appendix A.

The Estes rating scale is designed to allow teachers of reading to measure objectively how pupils feel about reading. The rating scale was modified slightly to clarify language rather than change the thrust of any questions. The student is asked to respond to twenty statements on a one to five point scale. According to the author, each of the statements was worded in such a way as to call to mind the object "reading." A summation of the values of

each student's responses on the scale is said to yield a quantitative representation of his attitude toward reading.

The reliability data for the scale was computed by the split-half method. According to the author, the reliability values indicate the scale performed with good consistency; repeated administration would likely obtain similar results.

There will be another sixth grade class that will not tutor. They will though respond to the attitude scale. They will receive the pre and post attitude survey on the same day as the class that will be involved in tutoring.

There are nine comprehension skills on the I.M.S. card which is called a tracking card and is used to record an individual student's progress in the I.M.S. system. The specific skills which the second grade students are to practice within the tutoring program will be chosen from these nine skills by the second grade teacher based on her knowledge of the second graders' needs.

Generally, reading skills are thought of as hierarchical and it is expected that the lower achieving students will be working on lower level skills such as recalling facts and details, while the higher achieving students will be working on higher level skills, such as inferring meaning from an unknown word in a sentence.

Research indicates that this type of pairing, based on the need of the tutor, produces the most academic benefit for the tutor, which in turn should make reading more pleasurable and thus improve his attitude toward reading.

The comprehension skills will be taught two days a week and one day a week will be reserved for word analysis or phonics skills for all pairs. The word analysis skills, although not necessarily a need for the sixth graders, were included because of two factors. Most students enjoy games and San Jose Catholic School has a large number of attractive, new, commercial and home-made games that are designed to reinforce the phonic skills. The sixth grade student will benefit from the decision making process, as he must choose a game for his student, and he also will apply his reading skills by reading the directions that are printed on all the games.

The schedule of activities will be as follows:

1. Three days before the first tutoring session a letter signed by cooperating teachers will be sent home to the parents. This is included as Appendix B. This letter will be an explanation to the parents of their children's activities and will also help avoid the possibility that parents of low-achieving students might not understand why their children are taking time from their studies to help other students.

2. Two days before the first tutoring session, the

sixth grade students will have an orientation session, which will include becoming familiar with a tutoring booklet which is included as Appendix C. Specific Procedures for Orientation are included as Appendix D.

3. The next day there will be a session to answer questions. At this time, the tutors will be given record keeping forms which will include: (1) a daily log for tutor planning and comments (2) a word sheet to keep track of words missed by tutee (3) an interview sheet with suggested questions for the initial session. These are included as Appendix E.

4. The first tutoring session, the sixth grade students will interview the second graders whom they will call tutees.

5. The next day the sixth grade students will prepare a story for their tutees based on the information received during the tutoring session.

6. The tutors will share their stories with their tutees.

7. The sixth grade students will choose a library book for their tutee. They will use their knowledge of the interests of the children when choosing the book.

8. The sixth grade students will share the library book with their students.

9. A game session for all the students.

10. Sixth graders will begin planning specific

skills lessons for their tutees. This will be the last tutoring session in which the tutor will follow specific directions. He will use his tutoring booklet as a guide from this point on to plan lessons.

The second grade teacher will designate three comprehension skills and three word analysis skills for each of her students to practice. The sixth graders will make individual plans on the two class days that they do not tutor.

The sixth grade students' booklet offers three techniques for each comprehension skill as well as a guided lesson for using a book. Sixth graders will be encouraged to innovate, but will be asked to check with their teacher first.

The word analysis skills will be practice activities using ready-made or teacher-made games for specific skills practice. The tutors will be expected to read the directions ahead of time and play the game with their tutees.

The sixth grade teacher and the reading teacher will meet with the tutors on preparation days to answer questions and examine lesson plans made by the tutors. It is expected, that as tutors become challenged by the tutoring role, they will do some of the preparation at home.

During tutoring sessions, the sixth and second grade teachers will remain in their own classrooms. Each will send half of her students to the other's classroom so

each teacher will be in a classroom of paired students. A reading teacher or the principal will be in the classes each tutoring session for observation. They will alternate between the two classes and meet later with the two cooperating teachers to discuss improvements, problems and adjustments.

Chapter lV

Results

This project was designed to implement a cross-age tutoring project. The goal was to improve the attitude toward reading of a sixth grade class.

The Estes reading attitude scale was chosen to measure the pre and post attitudes of the sixth graders. This measure was chosen because it was the only one available to the author that stated it was suitable for elementary age children. The information available on the attitude scale noted reliability data had been obtained by the split-half method, which would indicate that the scale had good consistency.

The author also stated that the items would discriminate and that the pupils with a postive attitude toward reading are likely to respond with a high scoring response and that those pupils with a negative attitude toward reading would respond with a low rating.

The results of the pre test for the tutoring and non-tutoring group showed a .53 difference. A perfect attitude, according to the scale would be one hundred; a neutral score would be sixty.

The scale did not appear to discriminate because students that have been observed as reading whenever they have free time, scored lower than students that do not read in their spare time.

The post-test results of the tutors showed a slight increase in attitude and the post-test results of the non-tutors showed a slight decrease. Pre and post test graphs are included as Appendix F.

The results of this project were not statistically significant and it appears that the reasons could be any of the following:

1. The short period of this study (5 weeks). The scale was designed to be used in September and May.

2. The goal of the project might have been better measured by observable behaviors.

3. The day the project began the sixth grade class had a new teacher. This was their third teacher of the year.

4. The report cards were given the week before their tutoring began. Each teacher had stayed only one marking period, and students were marked lower by last teacher than preceding teacher. Parents were demanding more work which could have created negative attitudes toward reading.

5. Information on the test did not include information on the norming population

Implications

The cross-age tutoring program implemented at San Jose Catholic School although not statistically successful, had the appearance of success.

Through their observations the principal, the reading teacher, the librarian and the cooperating teachers all agreed that the students demonstrated more interest in books and reading. The librarian noted that the sixth grade students who came to the library to choose a book for their tutee usually chose a book for themselves.

The sixth graders wrote paragraphs describing their feelings about tutoring and what they would like to change. Their comments indicated a high amount of personal satisfaction and when they were asked what they would like to change, fourteen of the thirty-five tutors said they thought that longer sessions would be helpful. A couple of the students mentioned that the twenty minute sessions were too short and that they would rather tutor two days a week for a half hour instead of the three twenty minute periods. A sample of the sixth graders' comments is included as Appendix

The parents also have positive comments. Some of the second graders' parents noted that their children were more interested in books, school and school tasks

after they were tutored. Many of the second grade parents also commented positively on the pride their children felt when they were complimented on their work by their tutor. The sixth graders' parents also commented on the amount of time that their children spent preparing lessons at home.

Probably the best indicators of success are the following separate facts:

1. The cooperating teachers intend to keep the program running.
2. The fifth and first grade teachers initiated a similar program.
3. A tutoring program involving parents and students in grades kindergarten through three has been initiated.
4. Some of the church circles have offered to make games and other materials for any of the tutoring programs.

The concept of a "helping community" seems to be on its way to being a reality.

The only problem in implementing this program occurred because of having a third person as the initiator. The reading teacher introduced the program and at first assumed complete control. Orientation and tutoring occurred when the students were in their homerooms so the sixth grade reading teacher was not fully aware of what they were doing. As the program evolved her interest increased and after two weeks she assumed complete charge.

The conclusion here is that had she been given an orientation session, as the students had, she would have assumed the responsibility from the beginning.

It appears that all that is necessary for a tutoring program such as this one is to have two cooperating teachers that are convinced of the benefit of such a program to their students and a clear idea of what it is that the tutors are to teach.

The whole purpose of the project was to involve the sixth graders in the decision making process so that they would become more attracted to reading. It was expected that by having the tutors teach skills that they needed, their skills would improve and they would in turn become better readers and enjoy reading more than before. This goal of improving their attitude, through applying their skills, was not made apparent to the sixth grade teacher at first. She simply allowed her class to become involved but did not have a commitment to the idea.

It is the intention of the author to prepare a booklet for teachers. Then a packet could be prepared that would include the teachers' booklet, the students' booklet, and an activity schedule. This would include all the information necessary to implement such a program.

One area that needs further research is the area of evaluation. It is possible that if the attitude scale

had been read to the students and discussion allowed about what the answers really meant, the initial scores would have been lower and then if the process were repeated the final results might be higher as a result of attitude change. It is possible though that another method of evaluation should be devised, a checklist perhaps of observable behaviors. The checklist could be kept weekly for a few weeks before the project began in order to establish a picture of individual student's attitude toward reading. The classroom teacher and the librarian could work as a team to record results on this type of checklist.

Also on a project of longer duration it would be possible to measure the cognitive gains of the tutor and the tutee. Although San Jose is committed to the idea of tutoring, the commitment is based on little solid evaluative material. A program such as this one would be easier to introduce if there was statistical information available.

One last area that could be investigated is the length of time of a program. It is conceivable that these students were highly motivated because of the knowledge that it was a temporary program. It appears from the literature that tutoring programs are more successful if they have a non-tutoring period of a few weeks and then begin again assigning new pairs and new skills.

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Appendix

appendix A

ATTITUDE SCALE

1. Reading is for learning but not for fun.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

2. Money spent on books is well spent.

A. Strongly agree.
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree.

3. There is nothing to be gained from reading books.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree.

4. Books are a bore.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree.

5. Reading is a good way to spend spare time.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree.

6. Sharing books in class is a waste of time.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree.

7. Reading turns me on.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

8. Reading is only for grade grabbers.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

9. Books aren't usually good enough to finish.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

10. Reading makes me feel good.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

11. Reading becomes boring after about an hour.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

12. Most books are too long and dull.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

13. Free reading doesn't teach anything.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

14. There should be more time for free reading during the school day.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

15. There are many books which I would like to read.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

16. Books should not be read except for class requirements.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

17. Reading is something I can do without.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

18. A certain amount of summer vacation should be set aside for reading.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

19. Books make good presents.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

20. Reading is dull.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

January 31, 1979

Dear Parents,

We are beginning a tutoring program in reading. The sixth grade class will tutor the second graders 3 days a week for 20 minute sessions. At the end of six weeks, we will evaluate the success of the program, make any revisions or additions that seem necessary and begin another session.

The tutoring will be a regular part of both the older and younger children's school work. It will give the sixth graders a chance to improve in the skills they are helping the younger children master. At the same time the younger children will get more of the individual attention that every learner needs.

We are enthusiastic and have high expectations for the success of this tutoring program. We hope you will share our enthusiasm.

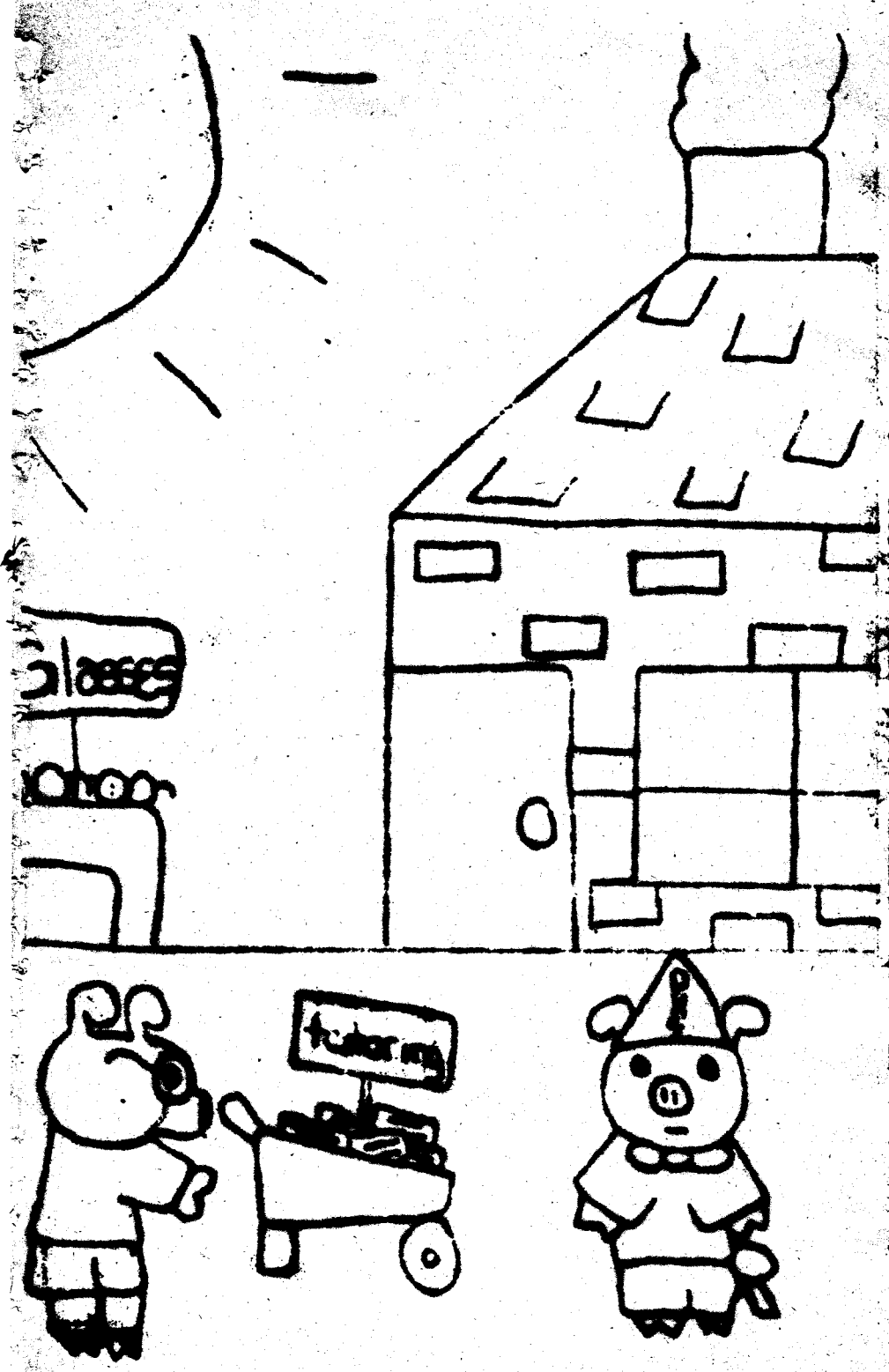
Sincerely,

Signature Removed

Sister Eithne

Signature Removed

Miss Hartnett



ADVENTURES IN TUTORING

Dear Tutor:

Welcome to a new adventure! This booklet will help you learn to be a good tutor. You will learn to help another student with his work. This student is usually called a tutee.

During the first meetings you will follow all the instructions in this booklet. After that, you will know your student well and be able to help plan activities to help him.

Signature Removed

The most important things you'll learn are:

1. Ways to make each meeting enjoyable.
2. Ways to make sure your tutee has learned something each time you meet.
3. Ways to handle right and wrong answers.
4. Ways to deal with problems.

Definitions:

Work time - tutoring time.

Preparation time - getting ready to tutor.

Interview Form,

Materials required: paper, pencil, folder and imagination.

Work Time -

Always greet your tutee in a friendly way. The way you begin is important. Tell him your first name and find out his name. Tell him you are happy to be working with him. Explain that you are going to interview him; explain what that means and start asking the questions on your form. Speak in a friendly voice and be sure to smile. Some younger students are shy and might be a little afraid. You want to be sure he feels comfortable with you.

Hint: Sit next to the tutee rather than across from him.

Remember that your task
is to interview your student.

Preparation time

1. write his story. Use the first person. Example - my name is Tom. I have a sister, three fish and a dog.

2. A. Proofread the story.
   B. Ask a friend to proofread it.
   C. Sign up for a conference with your teacher.
   D. After your teacher has approved the story, make the tutee's copy. Print clearly. Use your imagination. You can add drawings, decorations, make a booklet

Task - Prepare a story for your student.

Materials required: Student's story, paper, pencil, folder.

Work Time -

Show your student his story. Tell him about the pictures, etc. Explain that it is his to keep.

Ask him to read it to you. If the story is too hard, tell your student to read every word that he does know and you supply the ones he doesn't know. Give him the story. If he missed words, write them on the word list. After he has finished reading, ask him which part he liked best. Ask him to read that part to you. If you have time left, ask him to draw a picture of his favorite part.

Hint: Tell the tutee when he's doing well. If he's not right help him figure out where he is wrong. If everything is wrong, do something else and tell his teacher afterward.

Task - Share your story and try to get to know your tutee better.

Materials: Flash, cards, library book, folder, pencil and paper.

Preparation Time - Choose a library book that you think your tutee will find interesting.

Work Time -

You can read it to him or if it's not too difficult, let him read to you. Tell him he will be working on facts.

Read a page and ask him to tell you what it was about in a short answer. If he is right go on to the next page. If not, point out the facts and go on. Do the same for each page.

Hint: **Be sure to tell your tutee what you want him to do during each tutoring session. Review what your tutee learned and praise him for paying attention and trying.**

Task - Choose a library book for your tutee.

Ma[illegible] [illegible] game, pencil, flash cards, paper, and folder.

Pre[illegible] [illegible] Read directions for game before session and be sure you understand how to play.

Work Time

[illegible] student missed words last sess[illegible] [illegible] them on flash cards.

[illegible] assigned game. Explain the sk[illegible] the game is helping him to pra[illegible] [illegible] down the skill number on h[illegible] [illegible].

Hint: You can set a good example for your tutee by paying attention to the work and showing him you like reading. He will like you and want to be like you.

Task - Be ready to play game with your tutee.

Go slow, be patient, have fun!!!

Materials required: ? ? ?

By now you know something about the way your student reads. You have his chart and can see what he liked and what he had trouble with. You will work on comprehension skills two days a week and use a word analysis game or work sheet on the other day.

If your student needs drill you should spend the first 3-5 minutes on flash cards and then begin your activity.

Choose one of the three assigned comprehension skills. Plan what book you are going to use and remember to tell the student what skill he's going to practice. Rotate the skills.

Ideas for each skill are on the next pages. If you have another idea, ask your teacher about it.

3-C-1

[illegible]

[illegible] a word he doesn't know, ask him to read the whole sentence and then come back to the word.

2. Make up sentences like this one - Take the d[illegible]y clothes out of the basket.

Read sentences to tutee; leave out a word and ask him to supply.

3-C-2

[illegible]

1. [illegible] a paragraph to the tutee. Tell him to draw a picture telling about the paragraph.

[illegible] pictures from magazines. [illegible] a short paragraph about each. Tell your student to match up the picture and the paragraph.

2. Cut paragraphs from old readers. Tell tutee to give them a title.

[illegible]

[illegible]

1. [illegible] sentences from tutee's reader. Example - because it was rainy, Jim had to stay inside. Cut them apart and let the tutee match them up.

2. [illegible] a sentence and ask your tutee to finish it. Example - Joe's bicycle had a flat tire because he .....

3. Tell tutee to read a paragraph. Ask questions. Example - Mary woke up with a sore throat. How did Mary feel? Why?

3-C-4

Make Predictions

1. Tell tutee to read a little of a story and predict what will happen next.

2. Show him pictures and ask what happened after the picture was taken.

3. Short stories are cut up. Endings are put in another pile. Tutee is to match up stories and endings.

3-C-5
Details/Inferences

1. Ask student to skim through the story in order to find answers to questions. They should show you where they found the answer. Example - who liked chocolate cake? Page 19.

2. Ask questions on a story that begin with who, what, when, where.

3. Give student a picture. Let him look at it for a minute. Cover it up and ask how many details he remembers. Let him look at it afterward to see what he missed.

3-C-6
Comparisons

1. Help tutee prepare a chart showing difference between two things. Example - Two animals, people, etc.

2. Ask questions such as which is shorter, your thumb or your foot? Which is thicker? - a sandwich or a cracker, etc.

3. Make a list of things that are short and another list of things that are tall.

3-C-7
Fact & Opinion

1. Make a list of statements that are facts and statements that are opinions. Cut it up and tell tutee to make one pile of facts and one pile of opinions.

2. Make up questions from the tutee's story. Ask him if they are fact or opinion. Example - There are 7 days in a week. It is always rainy on Sunday.

3. Ask questions that can be answered yes or no. Example - Cats have 4 legs; like to swim, etc.

3-C-8
Sequence

1. Cut a story into paragraphs. Tell tutee to put it in order.

2. List some sentences from your tutee's reader. Put some in the wrong order. Ask him to correct the story.

3. Ask tutee to tell you what he does every day in sequence.

3-C-9
Identify Irrelevent Statements

1. Read a short paragraph to your tutee. Add a sentence that doesn't fit. Ask him to tell you which statement didn't fit in the paragraph.

   example - The boy went to the store. His mother sent him to buy milk. He had a blue bedroom. He lost the milk money.

2. Use ditto 3-C-9, guide tutee, and talk about his decisions.

3. Ask tutee to write a short story with one irrelevant statement in it.

3-C-10
Follow Written Directions

1. Look at one of your tutee's workbooks, choose a page. Ask your tutee to read the directions to himself and then explain to you what he would do on that page.

   Hint - If he has trouble, you could first work on the vocabulary words in the directions.

2. Prepare a set of written directions for your tutee, such as -
   1. Print your name on the right hand side of the paper.
   2. Make 3 red circles on the first line.
   3. Make 4 blue lines on the second line.
   etc.

3. Use ditto 3-C-10 - Talk about what tutee did.

3-C-11
Distinguish Reality/Fantasy

1. Ask tutee which stories he has read in his reader. Let him show them to you. Ask for each story - Is that real or make believe? Ask why. Explain why, if he is wrong.

2. Make up some short stories for your tutee. Make up some that could really happen and some that could not. For each one, he could answer yes, it could betrue; no, it could not be true. Let him explain his answers.

3. Ask him about some nursery rhymes. Example - Jack & Jill - Could that be true, etc.

One way to handle work sessions.

1. Review word cards.
   Study missed words.

2. Discuss story - preview it, look at pictures, ask him to guess what it is about.

3. Tell him what skill he is working on

4. Listen to tutee read.

5. Help him with missed words -
   sound out word
   write word on word list
   child reads word again in a sentence.

After 5 new words on word list or end of story, whichever comes first, ask questions -

"What happened"
Who was in the story?
What sentence goes with this picture?
Where did it take place?

Hint: Praise student when he is right, help him when he is wrong.

Appendix D.

ORIENTATION PROCEDURES

Session 1 - 30 Minutes (approximately)

1. Tell sixth graders that they have been chosen to help the second grade class in reading. Explain that teachers of younger students often do not have enough time to spend with each student and that the sixth graders help could be very important to the class.

2. Explain times and place.

3. Ask students for comments about their previous learning experiences or perhaps that of a younger brother or sister.

4. Hand out Tutoring Adventure Booklet. Guide students through pages 1-3. Discussion should follow on procedures and questions that may arise.

5. Suggest special problems that may arise. Example - What if your tutee refuses to work; gets all the answers wrong; will not pay attention?

6. Use guided discussion techniques with possible role playing by students.

Session 2 - 10 Minutes (approximately)

1. Congratulate students on their cooperation.

2. Remind students to bring supplies.

3. Answer last minute questions.

APPENDIX E

Tutor _____

1. What is your name? _____
2. How old are you? _____
3. How do you look? _____
4. How many sisters do you have? _____ How old are they? _____
5. How many brothers do you have? _____ How old are they? _____
6. Do you have any pets? _____ What kinds? _____
7. What is your favorite TV program? _____
8. What do you like to do in school? _____
9. What do you hate to do in school? _____
10. What kind of work do you do at home? _____
11. How do you feel about older kids? _____
12. How does your best friend feel about school? _____
13. How do you feel about school? _____
14. What is the most important thing you are going to do after school today? _____

WORD LIST

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

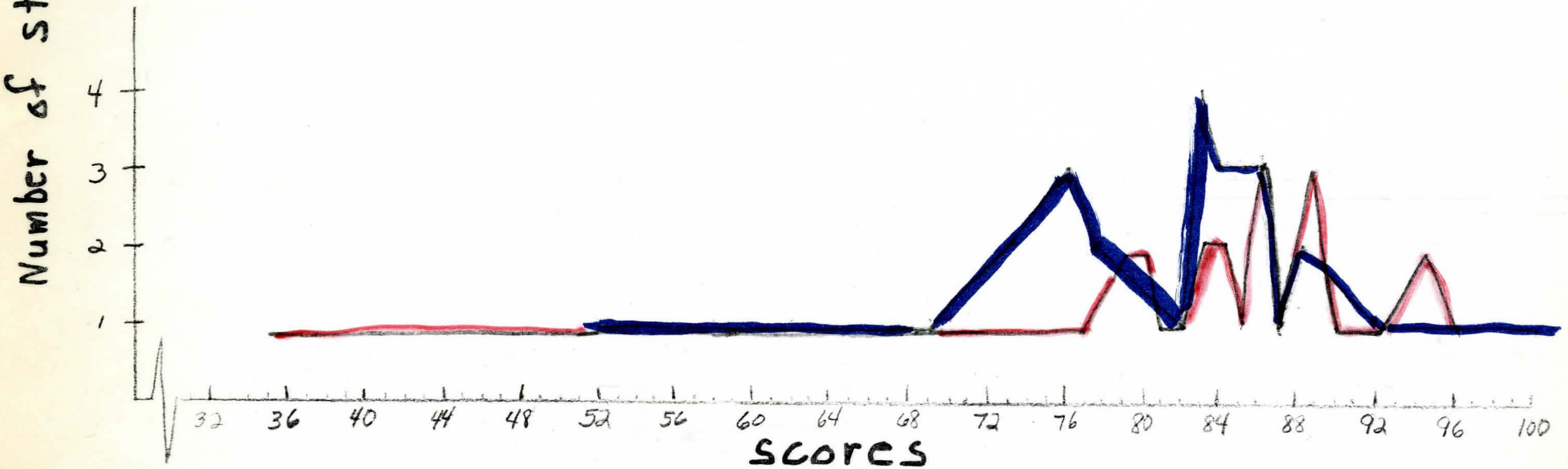
15. _____

SKILLS CHECK LIST
(DAILY LOG)

Skill	What We Did	What Happened

35 Tutors

	Pre	Post
Mean	79.23	79.43
Median	83	84
Standard dev.	11.5	12.68

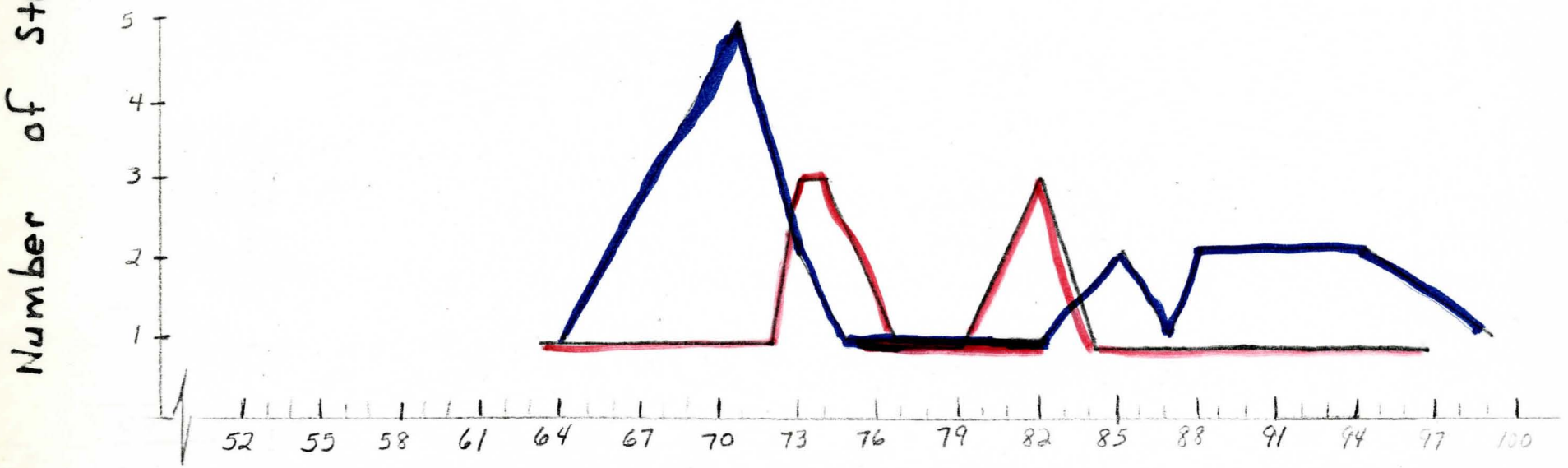


Pre-assessment

Post-assessment

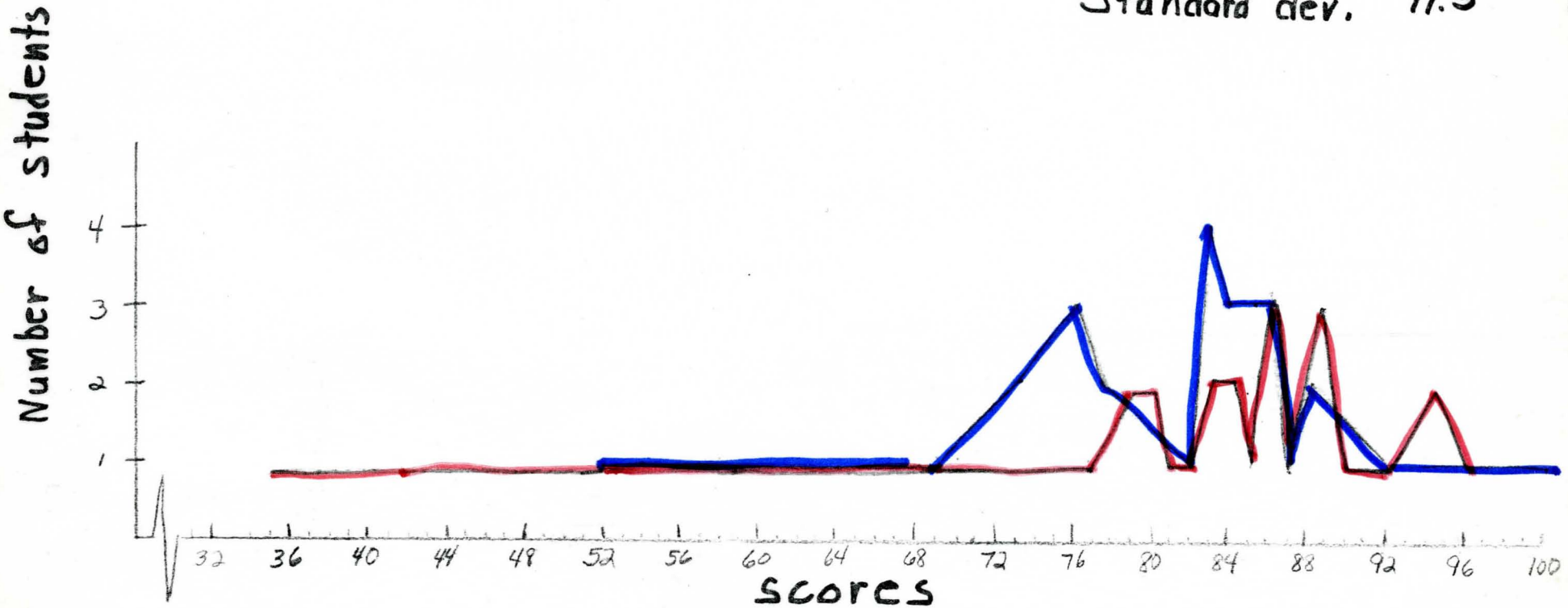
21 Non-Tutors

	Pre	Post
Mean	79.76	78.76
Median	77	77
Stand. Dev.	9.25	8.60



35 Tutors

	Pre	Post
Mean	79.23	79.43
Median	83	84
Standard dev.	11.5	12.68

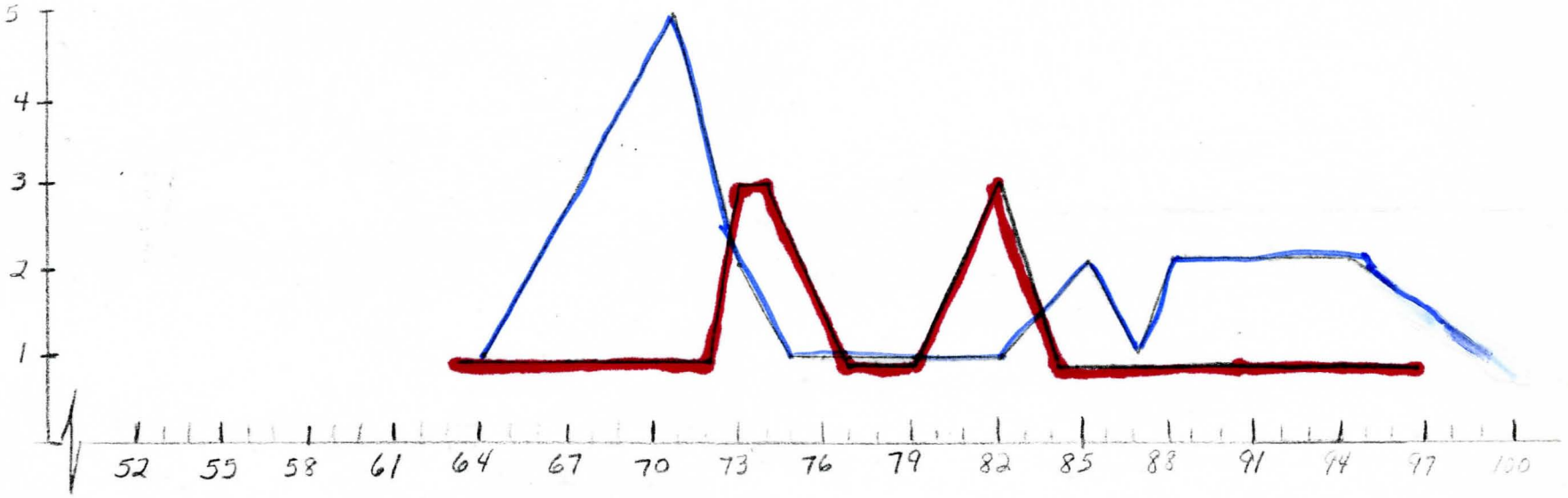


Pre-assessment

Post-assessment

21 Non-Tutors

	Pre	Post
Mean	79.76	78.76
Median	77	77
Stand. Dev.	9.25	8.60



Pre-Assessment

Blue

Post Assessment

Red

Appendix C

What I liked is that my tutee is that she always sit down and wait to ask me to tell her what to do.

I liked my tutee. He's a cool dude. He obeys when we're alone. I have fun and enjoy it very much.

I wouldn't want to change anything.

Knew learn things I never knew before.

like learning about the world around me.

like learning about the world around me.

like learning about the world around me