

**RESOURCEBOOK 1**

**AMERICORPS  
CENTER FOR SCHOOL SUCCESS**

*at the Southern Regional Council*



# **STUDENTS TEACHING STUDENTS**

## **A Handbook for Cross-age Tutoring**

**RACHEL ROSNER**

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# STUDENTS TEACHING STUDENTS: A Handbook for Cross-age Tutoring

AMERICORPS CENTER FOR SCHOOL SUCCESS  
*RESOURCEBOOK 1*

The AmeriCorps Center for School Success at the Southern Regional Council was established in 1995 and is funded by the Corporation for National Service to provide technical assistance, training, and support materials to the more than 600 AmeriCorps sites across the United States that make success in education their service mission. In fulfilling this role, we continually encounter project members and directors who have developed effective strategies to meet critical needs in education. When those strategies appear to address the common needs of the larger family of education projects, we hope to share them by publishing "resourcebooks" from which others might borrow and benefit.

This resourcebook, *Students Teaching Students: A Handbook for Cross-age Tutoring*, is the first in an occasional series highlighting just a few of the many outstanding local programs designed by service projects. These publications offer ideas, exercises, and practical advice from project veterans, and are distributed free of charge to Corporation for National Service sites with a focus on education.



*The Southern Regional Council is a non-partisan, non-profit organization which works to achieve racial equality and economic and social justice. From its historic base in the Southern United States, the SRC promotes these goals through research and action that engages and transforms individuals, communities, and institutions nationwide.*

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# **STUDENTS TEACHING STUDENTS**

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# FOREWORD

Partners in School Innovation is an AmeriCorps Program in the San Francisco Bay Area. Its mission is to help public schools in low-income communities achieve beneficial "whole-school change" that enables their students to achieve high levels of learning. Partners in School Innovation commits to work with its partner schools for up to five years, long enough for them to bring about fundamental changes in their values and practices that will enable the schools to sustain higher levels of student learning after Partners no longer works with them.

Partners in School Innovation helps its partner schools realize their own vision for excellence. More specifically, the organization assigns two to four full-time AmeriCorps Members, called Partners, to a partner school. Each Partner works closely with "key colleagues" in the school to achieve change by enabling them to develop and implement important innovations that directly contribute to improved student learning, and simultaneously, help the school to develop new and more productive values and practices consistent with the school's vision.

Cross-age tutoring is an excellent example of such innovative projects. It contributes directly to the improved learning—of tutee and tutor alike. When implemented carefully, it also draws teachers together to reflect and learn with each other about the learning processes of their students, and to agree on improvements in their own teaching practices. It also demonstrates that students can be active contributors to the learning processes within the school, and not only passive recipients.

Rachel Rosner was an AmeriCorps Member (Partner) assigned to Ruus Elementary School in Hayward, California for two years—from August, 1994 to June, 1996. She came to Partners in School Innovation from Stanford University, where she had completed an honors thesis on school reform. Rachel is now a graduate student at the Bank Street College, Graduate School of Education in New York City.

As the handbook illustrates, she developed the cross-age tutoring program at Ruus in response to expressed teacher interest and in close collaboration with both teachers and students. The program now continues at Ruus—led largely by the students and teachers themselves.

**Julien Phillips, Co-Director  
Partners in School Innovation**

**December, 1996**

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*What I like about tuduring is that I like going to tudur. Wy? Because its fun and while I am teching I am learning. And because I feel proud of myself for what I am doing.*

*-- Yesenia  
April, 1995*

*If they learn what I teach them I  
feel great.*

*-- Jonathan  
May, 1995*

# INTRODUCTION TO THIS HANDBOOK

About two years ago I started developing a small-scale cross-age tutoring program, training older student-tutors at Ruus Elementary School in Hayward, California to help younger student-tutees to learn. At that time, I was simultaneously learning how to design and implement a high quality cross-age tutoring program, and trying to actually develop and coordinate such a program. Each day I learned a little more about cross-age tutoring by observing the initial six fourth grade tutors as they tutored in a kindergarten class, by experimenting with tutor training and reflection curriculum, by reading articles on tutoring and other peer helping programs, by going to workshops, and by talking to people with experience in the area. As the program grew (it now employs over one hundred tutors providing individual and small group attention to about two hundred tutees), and as I became more familiar with the kind of preparation and training students need in order for the program to be effective for tutees as well as the tutors themselves, I began putting together a structured tutor training curriculum for my own use. Soon afterwards, I began compiling information and ideas about other components of a successful cross-age tutoring program as well—general program design, tutor encouragement and recognition, and ongoing program evaluation.

On the following pages you will find the expanded version of what I began putting together for myself two years ago: an overview of what cross-age tutoring is, a history of how the program was designed and developed at Ruus, and a collection of practical ideas, activities, and examples for tutor training and reflection, for tutor recognition, and for program evaluation. The ideas and activities in this handbook are a combination of original material that has resulted from my experience at Ruus, and ideas and activities that I have adapted from a variety of other sources, including books, people, and organizations involved with youth and peer programs. For a complete list of resources, please see the reference list at the end of this handbook.

The material in this handbook is for you to use as you feel comfortable. Feel free to use the ideas exactly as they are or to modify them and make them your own.

Rachel Rosner  
September 1996

# STUDENTS TEACHING STUDENTS: AN INTRODUCTION TO CROSS-AGE TUTORING

All too often, we forget that students are key stakeholders in their schools and in their own learning. Ironically, we brush off their concerns and ignore their opinions and perspectives. We neglect the fact that students actually have a lot to offer to our schools and the way they work. For some reason, it is hard for adults like us to remember that when provided with meaningful opportunities and effective guidance, students have the capacity to participate in and profoundly influence the way their schools and classrooms operate.

When we ask students to help shape their schools and their classrooms, we are not only creating school environments which more accurately reflect their contributions and needs, but we are also providing students with opportunities to develop their own skills. For example, participation in peer helping programs can be an incredibly effective way for students to increase their self-confidence, build their self-esteem, increase their sense of responsibility, and improve their academic achievement (Riessman, 1990).

Cross-age tutoring, a method of teaching whereby an older student (tutor) regularly helps a younger student or students (tutees) to learn, is one of many types of peer helping programs. Cross-age tutoring can afford significant benefits for all of the involved parties: tutors, tutees, participating teachers, and the school community as a whole.

## Benefits for Tutors

Despite the fact that tutors may miss some of their own class time in order to tutor, hundreds of evaluations of cross-age tutoring and related programs indicate that such programs actually contribute to positive academic gains and affective growth for the tutors (Bernard, 1990). The tutor role provides a context for the tutor's own learning, and provides the opportunity for her to use her knowledge in a meaningful way. Contrary to what people might initially imagine, tutoring can be especially beneficial for students who are operating well below their grade level. This is because it provides a respectful context in which they can review, study and understand material that they have not yet mastered, as well as a real motivation to do so. As one fourth

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grader wrote, “What I like about tutoring is that I like going to tutor. Why? Because it’s fun and while I am teaching I am learning. And because I feel proud of myself for what I am doing...” (Ruus tutor journal entry, 1995). Further, being responsible for teaching the material promotes a more complex and more meaningful level of understanding on the tutor’s part.

Tutoring provides an important opportunity for students to take on responsibility and to build their own self-esteem. The experience of being valued, needed, respected, and perceived as competent has a very real impact on the way that these students view themselves. I could see the pride in the eyes of one tutor when he told me,

*...[Tutoring is] fun because you teach little kids stuff. When I go in there I feel good...It makes me feel happy to be the teacher...I think I got to be a tutor because my teacher thought I would be good at being a tutor...The person I tutor listens when I read, too. This makes me feel good. And he shows respect (1995).*

Tutors are able to see themselves in a new context and are able to think of themselves as successful. The experience of helping others contributes to their ability to feel they are each an important component of the whole school community, and that they are having a positive impact on that community.

## Benefits for Tutees

Currently at Ruus, tutors alone provide over one hundred hours of tutoring each week to their younger peers—increasing the amount of individualized attention available by the equivalent of more than two full-time staff people. In addition, having tutors in the classroom often keeps the tutees on task more of the time, and frees up the tutees’ teacher to do more actual teaching and less behavior management. According to one kindergarten teacher, “[Having tutors] has allowed me to do less ‘supervising of behavior’ and more teaching. Tutors also gave me time to do assessing” (Ruus teacher evaluation, 1995). Obviously, this attention increases the tutee’s ability to succeed and master the material. As a result of this success, the tutees generally have a more positive attitude towards their academics. According to some teachers from Ruus Elementary School, where I developed a cross-age tutoring program involving over one hundred tutors and about two hundred tutees:

*...I realize that by having tutors I reached my objective a lot faster...The children, my students, would not have had a solid hour of personalized and individualized exercise on reading and writing were it not for cross-age tutoring (Ruus teacher evaluation, 1996).*

*...My math program runs much more smoothly. More children are on task. I feel most children have the opportunity to successfully complete the activity. I think they enjoy math time because they have help if they need it (Ruus teacher evaluation, 1995).*

Additionally, because the tutor is much closer in age to the tutee, she is oftentimes better able to “connect” with a student, helping the tutee to be successful.

Cross-age tutoring provides an opportunity to model the value of helping others for the tutees. One Ruus teacher commented, “I see a lot more concern, caring, and acceptance from all the students...my students look forward to the time they get” (Ruus teacher evaluation, 1996). The younger students experience and appreciate the older students helping them, and are thus more likely to want to be helpful themselves.

## Benefits for Participating Teachers

Participating teachers enjoy direct benefits from a cross-age tutoring program as well. While the tutors are in the classroom helping their students, the tutees’ teacher is able to do more individualized teaching, and has a much-needed opportunity to spend more time with students. “It has given me a chance to get to know my students better, by allowing me to work in small groups more often” (Ruus teacher evaluation, 1996).

Tutors’ teachers also enjoy having fewer students in their classroom on a regular basis. In addition to being able to better provide more attention to the remaining students while the tutors are on the job, teachers have commented on the opportunity to get to know the tutors better through this experience. “...I am left more time to attend the remaining 25-28 students (a more manageable size). I get to know the tutors as individuals through their writing, [the project coordinator’s written] observations, their development as tutors, and personal reflections” (Ruus teacher evaluation, 1996).

In addition to the benefits that teachers notice in their classrooms and with their students, many participating teachers at Ruus comment on the added sense of collegiality and teacher

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collaboration they experience as a result of the cross-age tutoring program. "...I also like the Rap Sessions. I get new ideas from other teachers," responded one. "Collaboration is definitely a plus...It makes Ruus a place I want to work. Rap Sessions are collegial," wrote another (Ruus teacher evaluation, 1996).

## Benefits for the Whole School Community

Cross-age tutoring can be an effective method for fostering a community of helping and caring within individual classrooms and throughout a school. At Ruus, about 92 percent of participating teachers agree that the cross-age tutoring program is building the school's sense of community. One of the tutors' teachers noted that "[tutors] relate to each other in a new way, with respect and a feeling of equality and camaraderie" (Ruus teacher evaluation, 1995). In addition to the student-student relationship, the teacher also pointed out a difference in the student-teacher relationship, "...[tutors] feel that the adults trust them...Our relationship is closer and they are interested in sharing their work/problems with me and each other" (Ibid.). A tutoring program can even have a significant, positive impact on the whole school community. According to Chuck Martin, a principal at a school in Washington that uses cross-age tutoring, "this program has contributed more to helping students succeed and in creating a caring environment than any intervention we've tried in my six years at this school" (Jenkins and Jenkins, 1987: 68).

## Basic Components of a Cross-Age Tutoring Program

The specific structure and design of any given program should reflect the goals and needs of the participating students and teachers. Therefore, in this document I am going to describe the general components of a cross-age tutoring program, and the ways that I applied them in my experience developing a program at an elementary school in Hayward, California.

## Training and Reflection

In addition to regular tutoring sessions, tutors generally participate in training that prepares them for and helps them to learn from their tutoring experiences. During tutor training, tutors learn both subject-specific information and expectations, as well as general tutoring skills and

strategies. For example, if a tutor is helping in math, she will learn where the tutees are in math and how the class runs during math time, so she will be familiar with the structures and routines while she is tutoring. In addition, she will learn things like how to help a tutee without doing his work for him, as well as how to be positive and encouraging. She will also develop her listening skills, questioning skills, empathy, and understanding of what it means to be a role model.

Structured reflection is an integral part of the training component. Through reflection, tutors have the opportunity to think about and process their experiences, so that they can better learn from what they are doing. Group reflection sessions give them an opportunity to share their successes and challenges, and to hear what their peers have to say about tutoring. Tutors engage in individual reflection as well through personal tutoring journals. Some journal entries could be responses to specific questions or situations posed during training/reflection sessions, while others could be about whatever the tutor chooses.

## Tutor Recognition

It is important to make the tutors feel like they are a special group of people who are doing something significant and worthwhile. Formal public recognition of the tutors (in the form of a tutor party, thank you cards, certificates, etc.) for the time and energy that they put into tutoring reinforces their feelings of importance and of having had a positive impact on the school community.

## Assessing and Modifying Your Cross-age Tutoring Program

In order to continually improve any program, it is important to solicit and use feedback from its participants. Evaluation can be useful for determining how well the program is meeting the participants' needs, gaining insight regarding where and how to build on or improve already successful areas, and as a way of locating and addressing trouble spots.

# PROGRAM DESIGN: A HISTORY OF CROSS-AGE TUTORING AT RUUS ELEMENTARY SCHOOL

While high quality cross-age tutoring programs will certainly share some common elements from one school to the next, the actual design of the program should depend on the unique needs and goals of a given site. Therefore, instead of laying out a set of specific steps that one should take in order to design an effective program, I have provided a description of how the program at Ruus developed and expanded over the course of two years. This description is followed by a list of questions to address and a list of things to remember when you are designing a cross-age tutoring program to meet your site's specific needs and goals.

## Year One: 1994-1995

### September, 1994

#### Determining the School's Needs through an Inquiry Process

The idea of creating a formal cross-age tutoring program at Ruus was sparked largely by an inquiry process that my Partners in School Innovation teammates and I conducted when we first began working there. Before we really started our work, we wanted to know what the Ruus community thought about their school, and where we, as a team of Partners in School Innovation, could be most effective. We set to work interviewing various teachers, staff members, parents, and students, and we distributed written surveys to parents, teachers, and staff asking what their ideals were for Ruus. We also asked what they thought were Ruus' strengths and where were the most significant areas for development. Upon compiling the results, we found an overwhelming expressed interest in strengthening the Ruus community, and significant concern about academic achievement and class size.

There was an already an existing Buddy Class program in which classes paired up and did various activities together throughout the year. I had also heard one or two isolated accounts of some existing student tutoring. I thought that a more widespread cross-age tutoring program

was one potential way to begin to address some of the school community's concerns, while building on some already existing structures (i.e., the Buddy Class program). The idea was to begin by experimenting with a small pilot program of two to four teachers and their students, and then take it from there.

## October, 1994

### Two Teachers Volunteer to Pilot a Cross-age Tutoring Program

During a presentation to Ruus teachers at a voluntary afterschool meeting—where my teammates and I outlined the findings from our inquiry process and proposed concrete projects that would address the expressed issues and concerns—I asked if any of the teachers were interested in starting a formal cross-age tutoring program.

Once the meeting was over, kindergarten teacher Joan Lopez approached me and told me that cross-age tutoring is something that she and her co-teacher, Edie Odell, had been interested in trying for a number of years; they wanted to be involved in the pilot. Within minutes she recruited Phil Newport (fourth grade) to provide tutors. We set up a time to meet for the following week, to talk about specifics and what the program would actually entail.

## November, 1994

### Tutoring Begins: Choosing, Training, and Sending Tutors to Work

In reality, we had to reschedule that first meeting several times before it actually happened, but finally all three of us were seated around a kindergarten table in chairs sized for five-year-olds. My role in that meeting was to ask Joan and Phil questions to determine how the program was going to be designed and structured. We decided to start off with two groups of three tutors each, who would come into the kindergarten class twice a week during reading time. These fourth graders would be responsible for leading stations with rotating groups of two to four children at a time. Tutor training would begin the next week and include training in general tutoring and helping skills, as well as training specific to what Joan and Edie would expect the tutors to do in their classroom. Tutoring would start right after the Thanksgiving break. The three of us agreed to check in after a few weeks to see how things were going. (Over time this check-in be-

- *Program Design: A History*

came a somewhat regular thing held about every three to four weeks, and both Phil and Joan commented on its usefulness.)

Phil spoke to his class about what it means to be a tutor, and what extra responsibilities the job would require (including going to the tutoring sessions regularly, going to training sessions, making up missed work, and writing about the experience in tutoring journals). He then asked who was interested, and chose six tutors out of those who raised their hands. I took them out of class for the initial general training, and Joan trained them in the specifics of her classrooms and her expectations for them as tutors.

I went to all the tutoring sessions to learn about the process of tutoring, to observe the tutors in action, and give to them on the job training and coaching. I frequently spoke with the tutors immediately after a session about what happened that day, and addressed any issues that came up for them. Later, I used what I saw during these observations as the basis of the ongoing training and reflection sessions that I conducted with the tutors.

## December, 1994

### The Program Begins to Grow

Phil began sending another group of five tutors to his buddy class—Linda Rayford's kindergarten class—to work at her math stations with small groups of children. I repeated the initial training with the new group, added them onto my observation schedule, and debriefed them immediately after each session as well. Eventually, I phased out the informal debriefing time and replaced it with ongoing training and reflection sessions with both groups of tutors, holding one session every two weeks.

## January-February, 1995

### The Growth Spurt Continues

At this point in the year, the cross-age tutoring idea began to catch on with other teachers largely through word of mouth. Carol Percy (second grade) asked Phil for a few tutors to do one-on-one reading with some of her students. During a check-in meeting, Joan and Phil and I talked about how to publicize what was going on and get more people involved. We decided to

approach people personally, to talk more about the program and ask directly if they wanted to get involved. Joan asked Judy Parker (fifth grade) to send some tutors down to her class to work at math stations. I asked Kate Seidl (fifth grade) if she was interested in getting involved. Kate, in turn, asked her buddy teacher, Noelle Zaballos (kindergarten/first grade) if she wanted to pair up. About ten of Kate's fifth graders went to Noelle's class to work with their two "buddies" on various subjects. Caprice Carattini (fourth grade bilingual) expressed interest and approached her buddy teacher, Laurie Blue (kindergarten bilingual). Laurie agreed to have tutors help her with her math stations.

I facilitated a voluntary cross-age tutoring "Rap Session" after school as a forum for teachers to share their experiences with the program, and as a way for other teachers to hear what was going on. At this Rap Session, Diane Tamayoshi asked if anyone could send tutors to her third grade class. Judy Parker sent three more of her fifth graders to Diane's class to work with three of her more advanced math students on enrichment work. Suddenly, what was originally intended to be a pilot program with two to four participating teachers involved eleven teachers, over 50 tutors, and well over 100 tutees.

As each pair of teachers expressed real interest, the three of us met and I again played the role of questioner.<sup>1</sup> The responses once again shaped the program design. For each pair of teachers, therefore, cross-age tutoring was at least slightly different from the other pairs.

## February-March, 1995

### Ongoing Tutor Training and Reflection Sessions

As the program grew, and I was unable to observe every tutoring session, or talk with tutors about the sessions immediately afterward as I had been doing, we began to set up regular training and reflection sessions with each group of tutors. (This had happened to some extent with earlier groups of tutors, but not as regularly as it was now planned.) I met with groups of

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<sup>1</sup>The questions I generally asked were intended to help focus and direct the meeting around setting up the new class pair's cross-age tutoring program. Questions included: What are your goals for this program/why do you want your students to be involved? What will the tutor-tutee ratio be? Will the tutor be paired with one particular student for the long term? If so, how will they be matched? What specific things will the tutors do in tutees' classroom? What specific subject matter and skills do tutors need to know in order to tutor effectively in the tutees' classroom? Who will train them in this material? When will tutors tutor? How often? When will tutors be available for ongoing training and reflection sessions? When will we meet next?

- *Program Design: A History*

about ten tutors at a time, split into groups by teacher, once every two weeks for about fifty minutes at a time. We used this time to talk about thoughts and experiences that tutors wanted to share, issues that may have arisen for them during sessions, and things I had noticed through my own observations. I also led structured activities to help them reflect on and process their experience, as well as conducting ongoing tutoring skills training and reinforcement. In addition, all the tutors had journals by this time, and were expected to write in them on a regular basis. I usually collected their journals at the end of the reflection session so that I could read and respond to them.

## April-May, 1995

### Getting Feedback

During April, I wrote and distributed a questionnaire to participating teachers soliciting their thoughts and ideas about the program, and their opinion of how well it was meeting their needs. In addition, I wrote and administered a separate survey for the tutors that asked them to record their thoughts about the different components of the program (i.e., tutoring sessions, training and reflection sessions, journals) as well as a few general questions regarding how they might change the program if they could. While these questionnaires alone did not comprise a complete evaluation of the program, they did provide some very helpful anecdotal information about program benefits, strengths, and areas for development.

## May, 1995

### Recognizing and Appreciating the Tutors

With the end of the school year drawing near, we wanted to formally recognize and thank all the tutors for their contributions and their hard work. We organized an ice cream sundae party one day after school, where we provided the ice cream, and the students each contributed a topping or paper supplies, etc. At this celebration we presented each tutor with a certificate to recognize and thank them for their work. Each certificate included an action photograph of the recipient tutoring. In addition, the tutees made thank-you cards for each of their tutors, which we presented along with the certificates.

## • June, 1995

STUDENTS  
TEACHING  
STUDENTS

### Thinking about Year Two

It was at this time of the year when we began thinking more seriously about the cross-age tutoring program possibilities for the coming year. Because we anticipated more growth, and because I was taking on an additional role for Partners in School Innovation and would therefore not be available for Ruus full time, a second Partner, Maria Ledesma, joined this project at this time. We expressed the need for some teachers to be working more closely with us on the overall project development, and Phil Newport and Laurie Blue stepped forward. So, as a cross-age tutoring Big Picture Committee we did some preliminary talking and thinking; then we waited for the 1995-96 school year to begin.

## Year Two: 1995-1996

### September-November, 1995

#### Establishing Foundations for Sustainability: A Transition in Responsibility

While I had expected the program to expand further this year, I was amazed by the response when we put up a sign-up sheet in the staff room for teachers interested in participating. Thirteen teachers signed up and eventually formed about sixteen tutoring pairs (several teachers were paired with more than one other class). By November, there were 95 tutors tutoring for a total of more than 100 hours each week at Ruus. (Each tutor tutored for an average of about one hour each week.)

This year the focus of our work shifted from a heavy emphasis on development and implementation, to trying to establish and support a foundation for cross-age tutoring that would sustain and institutionalize the program at Ruus. To this end, while Maria and I still did some of the tutor training, teachers also took on varying degrees of responsibility for training as well. For example, some teachers trained tutors completely on their own; some worked with us to train their students; and still others depended heavily on us to do trainings. There was a similar transition regarding journals—some teachers took full responsibility for engaging their student tutors in writing journals about their tutoring experiences, and responding to these journals. Other teach-

- *Program Design: A History*

ers worked closely with us in doing some or all of those tasks, and still others depended on us to make sure journals were a part of the tutoring experience. In some cases only tutor teachers were involved in training and journals, while in other cases, tutee teachers were equally involved in the tutors' development. As far as working on sustainability of those aspects of cross-age tutoring that were not necessarily classroom specific (i.e. overall program goals, teacher reflection and communication, widespread tutor recognition), Maria and I worked with Laurie and Phil to think about and act on these issues. Laurie and Phil have both agreed to continue working on the big picture next year, and hopefully we will be able to get one or two additional teachers to collaborate with them as well.

### *Forums for Teacher Communication*

One example of our work as a big picture committee was the cross-age tutoring Rap Sessions. At the end of November, we held the year's first teacher Rap Session. At this meeting, teachers had a chance to hear what was going on at the big picture level (i.e., outside their classrooms), and to share their own thoughts, experiences, and questions with other participating teachers. Because it was such a positive and helpful meeting, we decided to make sure to have one Rap Session each quarter.

### *Strategies for Internal Communication*

During this time, Maria and I began to see a need for more communication between the two of us. Three major strategies helped us establish stronger links with each other. First, we put together a working binder to keep track of what was going on with cross-age tutoring both at the micro and macro levels. Whenever either of us wanted to add something to the binder, we would give it to the other person, and she would then file it in the appropriate place. (This system helped make sure that each of us was aware of what the other was doing.) We also designed a couple of different record keeping forms—one for tutor trainings, and the other one for tutor observations—that we each filled out as we participated in tutor trainings or observations. (Later, we began sharing our observation forms with tutors' teachers as well.) In addition to helping our communication, this system improved our record keeping habits and sharing, and

helped us maintain consistency in whatever we were recording. Finally, we instituted the practice of checking in with each other twice a week for about fifteen minutes at a time.

## December, 1995-January, 1996

### Communication with Parents

Early in December, we held our first-ever parent information social on the topic of cross-age tutoring. We invited tutors' parents to come to Ruus one afternoon to hear about this positive activity that their children were participating in. At the social, we talked a little bit about the nuts and bolts of the program, played a few minutes of video footage showing actual tutoring sessions, and then had parents do a tutor training activity to get a rough sense of what tutoring might be like for their children. This social was a beginning effort to develop a stronger communication link with tutors' parents. While the social worked well for the parents able to be there, we unfortunately were not able to follow up with this effort due to time and resource constraints, and our connection with parents was somewhat weak.

Parent involvement in this program was important to us, however, and we continued to emphasize it in our planning for future development. We thought about parent involvement both in terms of strengthening communication links with parents, and in terms of eventually using parents as resources in the everyday running of the program.

### *Tutor Recognition is an Ongoing Need*

The Big Picture Committee also began to think about ways that we could do a better job at publicly recognizing our tutors' hard work. We decided to put up a big bulletin board on cross-age tutoring at the entrance to the school. Maria led the effort, and our first cross-age tutoring bulletin board included a grand three-dimensional display designed around a movie theme. A partially unraveled film reel showed action tutoring photos for each frame of the film. A tilted bag of popcorn spilled out huge popped kernels with the names of the tutors for each participating class written on them. Later, we added the names of the Senior Tutors written on a director's board. Almost immediately after the bulletin board was finished, you could spot groups of kids looking for names—their own, their friends', and their siblings'. It was quite an eye-catcher.

- ***Program Design: A History***

### *A Sub-Project: The Senior Tutor Group*

The pilot senior tutor group was also started at this time, partially as a way to recognize tutors' hard work and dedication over the long term, and partially as a way to increase student leadership and participation in the non-tutoring aspects of the program. Phil and I worked together to form a small pilot group of second-year tutors who had demonstrated their responsibility in tutoring and the things that go along with it (i.e., journals), and who were also somewhat outgoing. Tutors from three different fifth and sixth grade classes participated in the pilot group. The Senior Tutors were seen as a resource to the rest of the program, as exemplified by the main project that the group undertook: a tutor training video. The "Hot Shot Tutoring Video," as the Senior Tutors named it, is a video to be shown to future tutors to help them with their job. Written, performed, and filmed by the students themselves, it includes relevant role plays and explanations that help the viewer understand what tutoring is, how to tutor, and how to solve problems that might arise in a tutoring session. Other projects that the Senior Tutors talked about included a tutoring newsletter, peer observations of fellow tutors, and peer coaching of fellow tutors. While we did not get to these projects, they were potential ideas for future years.

## February-March, 1996

### Ongoing Efforts to Assess and Improve the Program

A second Rap Session held in February was just as successful as the first. While we opened the afternoon with some video footage, we used most of the time for sharing. We went around the table and teachers spoke about the way tutoring is set up in their classroom, something that has worked especially well, a problem that they were facing for which they wanted input, etc. We ended by distributing a mid-year evaluation check-in for them each to fill out in the following weeks. By now, sixteen teachers were participating in the program.

The 1996 mid-year check-in was comparable to 1995's evaluation questionnaire. The mid-year check-in, directed to all participating teachers (twelve of sixteen teachers responded), was much more focused around the overall program goals than the first year's questionnaire. It had a section for respondents to indicate where on a six-point scale they thought the program was with respect to each of our program goals. Respondents were also asked to note any evidence

they had seen to justify their rating. In addition to these ratings, they were asked a series of short answer questions that focused on the impact they believed the program was having on their students' and their own experiences at Ruus. While I encouraged people to fill out only the parts of the evaluation they felt were most important, or for which they had the most information to add (to cut down on completion time), the vast majority of people who filled it out completed it entirely or almost entirely.

During this time we had also begun to think much more seriously about structures and processes for long-term project sustainability. As a Big Picture Committee, we had been soliciting ideas and brainstorming ideas about how to make sure the project had a strong foundation to continue with minimal Partner in School Innovation support the following year, and none after that. To this end, Phil and I met with the principal, Katie Lyons, to do preliminary thinking and planning regarding the realistic possibility of various ideas and options.

## April-June, 1996

### Wrapping Up Year Two

Evaluation and formal tutor recognition were big themes at the end of the school year. During this time, I focused on developing a comprehensive program evaluation framework that would work to assess progress towards our stated goals, the school's focus areas, benefits for participating students, and student progress in their tutoring and helping skills.

Maria focused her time on tutor recognition—making sure we had photos of all of the tutors to use on tutor recognition certificates, and planning the year-end tutor celebration to thank the students for their efforts. She also revised the bulletin board at the entrance of the school. Entitled "Reflections on Cross-age Tutoring," it included tutor letters about their tutoring experiences throughout the year, accompanied by photographs of them in action.

The year's final teacher Rap Session, was also focused around of theme of wrapping up the year. We used the meeting as a celebration in honor of the teachers who had spent so much time and energy making the cross-age tutoring program a success throughout the year.

## Nuts and Bolts: Questions to Address As You Design a Cross-Age Tutoring Program

- 1.) What needs and goals will your program be addressing?
- 2.) Keeping your needs and goals in mind:
  - Who will be tutored? In what subject(s)? In what format (i.e., one-on-one, one tutor for a small group of tutees, one tutor overseeing an activity station, etc.)?
  - When will the tutoring take place?
  - Where will the tutoring take place?
  - How often will tutoring take place?
  - How will tutors be selected?
  - Who will train the tutors? Who will conduct reflection sessions with them?
  - Who will be responsible for actively observing the tutors?
  - How will participating teachers communicate with each other?
- 3.) In what ways will you publicly recognize and celebrate your tutors?
- 4.) How will you assess your program?
- 5.) How will you communicate with parents?

### Some Special Points to Remember About Tutors:

- 1.) Tutors are the most important part of a tutoring program. Make sure they have adequate preparation and support to do their job effectively.
  - Initial training and ongoing training/reflection are critical.
  - Tutor recognition is also a very important basic component, and should not be underestimated. Tutor recognition could take the form of a bulletin board or a thank you card, or it could take the form of providing an extra responsibility or opportunity for the tutors, like a Senior Tutor group.
- 2.) Choose your tutors with care!
  - Don't assume that the smartest students will necessarily be the best tutors! This is NOT TRUE.
- 3.) Value cross-age tutoring.
  - Tutors readily pick up the messages you send about how important cross-age tutoring is, and will transfer these values to their work.

## Developing an Appropriate Program Structure:

Structure a program that works towards your own needs and goals.

- Determine your specific needs and goals.
- Design your program with these needs and goals in mind.
- Assemble a Big Picture Committee to be responsible for the maintenance and development of the program as a whole. (This might include things like making sure the program is addressing needs and working towards goals, stimulating teacher communication, encouraging parent involvement, arranging overall recognition, conducting program assessment and evaluation, and soliciting and acting on feedback).
- Decide how much communication and sharing you will need, and agree on ways that communication and sharing will happen.
- Be flexible: monitor your program and make modifications as necessary along the way.

Today was the first day we got training about tutoring. I learned how to get along with them by helping them and letting them to be sharing. We learned a lot of things that they do are learning how to share a book and put it in the middle. I think I am starting to like what they are doing in their class. I am thinking of good ways kids could do nice jobs in their classroom. It was fun and good to help kids.

-- Nelab

November, 1994

# TUTOR TRAINING

Training is absolutely critical to a successful cross-age tutoring program. Tutoring can be a difficult and frustrating experience; while ongoing training will by no means eliminate the difficulty, it can certainly minimize it and provide a sense of support when it does occur.

To be effective and to learn as much as possible themselves, tutors should participate in training that prepares them for and helps them to learn from their tutoring experiences. Training is an ongoing process that begins before the tutor starts tutoring, and continues for the duration of the experience. There are at least three primary components of a training program:

- 1.) *Initial training/orientation*
  - a.) Subject specific training (by tutees' teacher),
  - b.) General tutoring skills training (by regular training person);
- 2.) *On-the-job training and coaching;*
- 3.) *Ongoing training/reflection,*
  - a.) Group reflection (regular structured reflection sessions),
  - b.) Individual reflection (journal).

During the initial tutor training, tutors learn both subject-specific information and expectations, and general tutoring skills and strategies. For example, if a tutor is helping in math, she will find out during the subject-specific training what the tutees are currently learning in math, class specific structures and routines for math time, and what expectations the tutees' teacher has for tutors. General tutoring/helping skills are essential as well. At a minimum, tutors need skills in the following areas:

- 1.) *How to help tutees without doing their work for them;*
- 2.) *How to be positive and encouraging,*
  - a.) How to provide appropriate positive reinforcement,
  - b.) How to encourage risk-taking;
3. *How to pose questions and interact socially.*

In addition, tutors should learn skills in the following areas:

1. *Listening skills and nonverbal communication*
2. *Awareness of who tutee is developmentally*
3. *Empathy (what it is like to be a tutee)*
4. *Responsibility and the obligations of being a role model*

In addition to training sessions outside of the classroom and tutoring room, on-the-job-training can provide attention and critical assistance to the tutors. During on-the-job-training, the trainer actually observes the tutors in action and notes strengths and areas for development. At this time (or immediately after the tutoring session), the trainer might give tutors appropriate praise, offer helpful hints, or suggest additional strategies. The trainer might also use her observations as the basis for future training sessions with the tutors, especially if several are having difficulty in the same area.

Structured reflection is an integral part of the training component. Through reflection, tutors have the opportunity to think about and process their experiences, so they can better learn from what they are doing. Group reflection sessions give them an opportunity to share their successes and challenges, and to hear what their peers have to say about tutoring. Tutors engage in individual reflection through personal tutoring journals as well. Some journal entries could be responses to specific questions or situations posed during training/reflection sessions, while others could be about whatever the tutor chooses.

## Using This Section Of The Handbook

This section begins with some sample agendas for an **initial tutor training and orientation**. It is preferable, although not absolutely necessary, to do this before the tutors start tutoring, but it should be done within the first week or so that they begin tutoring. The initial training

- *Tutor Training*

includes both **subject-specific training** (ideally done by the tutees' teacher), as well as a three-session **general tutoring skills training**. I have also added some **variations** that have worked well for classes that have both experienced tutors and new tutors.

Next you will find a short section covering **on-the-job training**—basically, this includes some helpful hints and things to look for and do while observing tutoring sessions.

The **ongoing training and reflection** section starts with a brief overview— including areas to cover throughout the year—followed by ideas and activities that can be used during reflection sessions to address those areas. At the end of the ideas and activities you will find a short section on journals and **individual reflection**, including some possible journal questions and one possible journal page format.

The last pages of the tutor training section includes **tips and handouts** to share with your tutors.

Again, the information here is meant to be helpful to you—please feel free to change the agendas and ideas to better fit your personal style and your tutors' needs.

*I like tutoring because it's lot's of fun helping the kindergardeners with their work. I think tutoring is the best thing that I most like.*

*-- Cindy  
April, 1995*

# Initial Tutor Training and Orientation: Subject-specific Training

One session before the tutors begin

Ideally given by the tutees' teacher

About 30-45 minutes

## Purpose:

To give tutors a sense of what they can expect when they begin tutoring

To give tutors a sense of what will be expected of them while they are tutoring

## Should include:

- 1.) Tutors' task—what will they be responsible for doing during tutoring session.
- 2.) What tutees can expect to see when they walk in (i.e., general information about classroom set up/structure, what the tutees are like, etc.).
- 3.) Expectations teacher has for tutors. (i.e., be on time, concentrate on the kids who are having trouble, make sure all the tutees are on task, etc.).
- 4.) Subject-matter review.
- 5.) A general picture of what the tutees are like/where they are developmentally (a fifth grade tutor might not realize that a tutee in kindergarten may not yet know the alphabet or how to count, for example).
- 6.) Opportunity for the tutors to ask the teacher questions.
- 7.) Anything else teacher thinks is important.

# Initial Tutor Training and Orientation: General Tutor Skills Training

Should be conducted before tutors start tutoring (or within the first week they begin)

Three 45 minute training sessions

## Session 1

### Purpose:

To introduce tutors to training/reflection sessions

To set up the environment and context for the training/reflection sessions

### Introducing yourself (5 minutes)

- Who you are and what your role is in the tutoring program.
- What your expectations are for when you meet with them.
- Expectations regarding journals.

### Setting norms: discussion (at least 35 minutes, probably longer)

- What are “norms?” Why do we need them?
- Brainstorm a list of norms. Record list on butcher paper in front of the group.
- Go through the list—make sure everybody understands what each item means.
- Get agreement on each item.

### Getting ready for tutoring: writing for next time (5 minutes)

- Have the tutors write in their journals about something having to do with who they will be tutoring. For example, What do you remember about being in [tutee’s] grade? What did you learn when you were in [tutee’s] grade? What did you think about people who were [tutor’s] age? What was it like when you were learning [the subject that the tutor and tutee will be working on]?

## Purpose:

To introduce tutors to what tutoring is

To introduce tutors to the idea of—and strategies for—helping someone instead of doing the work for them

## Introduction to tutoring: discussion/role play (20 minutes)

— What is tutoring? Why tutor?

- Tutoring=teaching on a very close basis.
- Helping tutee.
- Object is to teach concepts/skills to the student so that she can do the work on her own.
- You don't have to be a know-it-all—you can teach the students where to go to get the solution to a problem.

☒ This means tutors need to know *resources*.

— If the tutors have already started: What has it been like so far?

— If the tutors have not yet started: What are your expectations?

— Role play a tutoring session:

- *Roles*: Tutor, tutee
- *Situation*: Tutee does not know how to do what she is supposed to be doing
- *Issue*: What is the tutor supposed to do? How can the tutor help the tutee?

— Processing the role play: Ask questions to both the actors and the audience. What happened? Tutor and tutee: How did you feel when X happened? What did you do? What could you have done instead?

- *(I have found that at this point, this role play can lead very smoothly into discussion about helping someone without doing the work for them.)*

## Helping vs. doing: discussion (20 minutes)

*(Try to make sure your discussion covers information in italics.)*

— Might include trainer asking questions like:

- *Tutor Training*
  - What if a student doesn't know the answer or how to do something? Should you just do it for them? Why or why not?
    - ☒ *It is very important that you don't do the work for the tutees. If you do the work for them, they will not have the chance to learn what they're supposed to be learning, and won't be able to do their work when you are not there.*
  - What is the difference between doing the work for them and helping them?
    - ☒ *If you have helped them, they will understand the work and be able to do it by themselves for you. If you have helped them, they have completed all or almost all of the work with their own brains and hands.*
  - How can you help them without doing the work for them?
    - ☒ *Ask guiding questions.*
    - ☒ *Give them hints.*
    - ☒ *Give them examples.*
    - ☒ *"Let's work through it together..."*
    - ☒ *Go through the problem with them step by step, making sure they understand what they are doing and what you are doing. Have them do the next one by themselves.*
    - ☒ *Other ideas?*

*EXCEPTION: It is important that the tutee does not get frustrated during this process—therefore, if the tutee has tried a few times, and really doesn't understand, it is OK to tell them the answer. But be sure that you explain and the tutee understands why that answer is the answer. Have them try to do the next one by themselves to see if they really understand.*

— Keep referring back to the role play as an example.

NOTE: If time permits, you can ask if anyone would like to share what they wrote in last week's journal. If you do not share journals during the session, make sure that you collect them and respond to the tutors' entries every week or two weeks.

## Writing for next time (5 minutes)

Journal question for next time: Why do you want to be a tutor? Why is tutoring important?

## Session 3

### Purpose

To introduce the tutors to the idea of being positive and encouraging

To reinforce helping vs. doing work for the tutee

### Recap past training sessions/lessons (3 minutes)

— Remind the tutors about the role play you did last time and/or conduct another similar role play

### Being positive and encouraging: discussion (12 minutes)

- Why? (*frustration, confidence, self-esteem, academic risk-taking, etc.*)
- Generate a list of the kinds of positive things a tutor can say if tutee gets an answer/concept right, partly right, or wrong. (Record list on butcher paper.)
  - Tutors can copy the list down in their journals for reference.

### Blindfolded guided drawing (25 minutes)

- *This activity gets at helping and encouragement, and can be a way to introduce empathy/how a tutee feels.*
- Example in preparation for the real activity:
  - Trainer plays tutee.
  - Everyone else collectively plays the trainer's tutor.
  - Trainer pretends she does not know how to draw a square.
  - The collective tutor needs to help her draw a square.
- ☒ The trainer should remind the tutors that she is going to need lots of encouraging (she is not very confident that she is going to be able to draw this thing called a square).
- ☒ If the trainer doesn't get enough encouragement, she begins to "wilt."
- ☒ The trainer should emphasize that she will not want to take the risk to try again if nobody is encouraging her.

- *Tutor Training*
  - Processing:
    - ☒ Emphasize what happened when trainer didn't get encouragement.
    - ☒ Ask students to notice how the collective tutor helped the trainer draw the square without doing it for her.
    - ☒ Ask: What strategies did they use?
    - ☒ Ask: How did they avoid doing the work while still being positive?

— The real activity:

- Tutors break into pairs.
- One partner will be blindfolded.
- The other partner helps the blindfolded tutor draw a house
- IMPORTANT: The blindfolded person should not know her task is to draw a house.
- Explainer must do the task without naming specific shapes (i.e., “square” or “triangle”).
- Switch roles, and try the same exercise, drawing a car instead of a house.
- Processing:
  - ☒ Suggest how the role of the blindfolded partner is similar to that of tutee, and how the unblindfolded partner is like a tutor.
  - ☒ Ask the students questions like: “What happened? How did you feel? Why? Was this task easy or hard? What was easy or hard about it?”
  - ☒ Help students notice how feelings and frustrations may be similar to tutors' and tutees' frustration in real life.

NOTE: If time permits, you can ask if anyone would like to share what they wrote in last week's journal. If you do not share journals during the session, make sure that you collect them and respond to the tutors' entries every week or two weeks.

## Writing for next time (5 minutes)

Journal question for next time: What do you do in a typical tutoring session?

# Initial Tutor Training and Orientation: Variations

## Student-run training

Have experienced tutors train new tutors. For example, one class used the following format for general training:

Room 16 Tutor Training

2/8-9/96

### Introduction to tutoring (10 minutes)

### Stations (15 minutes each station)

— Each group of students will go to 2 different stations each day of the training. By the end of the two-day training, each group should have rotated through each of the four stations. Stations are:

- 1.) Having a positive attitude (taught by Glicelle)
  - A positive approach to tutoring
  - Being a role model
  - Appropriate praise and kindness
- 2.) Teaching (taught by Chris)
  - Keeping the tutees' attention while you are tutoring
  - How to help the tutee without doing the work for her/him
  - What to do if you do not know the answer
- 3.) Using your tutoring journal (taught by Kathleen and Vy)
  - Why it is important to use a tutoring journal
  - What kinds of things you should write in your journal
  - What format you should use
- 4.) Your responsibility as a tutor (taught by Jenner and Rosendo)
  - Getting to tutoring on time
  - Responsibility to the tutees' teacher
  - Evaluating your student
  - Evaluating yourself

### Wrap up (10 minutes)

- Tutor Training

## Students help conduct training

In the following variation, we depended on the experienced tutors to help us teach new tutors the skills they would need.

*(Note: The following example is only one in a series of training sessions. Before this training session, we had met briefly with the experienced tutors in the group, and asked them for their input in designing this training agenda. They agreed to help by participating and by each preparing to lead a group of their peers during the role play section of the agenda. In addition, Shamia agreed to talk about what is expected of a tutor.)*

---

Facilitators: Rachel (program coordinator)  
Kate (Fifth/Sixth)  
Linda (Kindergarten)

Date: Sept. 27, 1995  
Class: Room 21 (Kate)  
Session: 1

## Agenda

1.) What is tutoring: brainstorming/discussion (Rachel)

2.) Expectations (Linda)

- What we need from tutors (Shamia)
  - ÷ *Responsibility, how to act when you tutor, etc.*
- Logistics, journals, etc. (Kate)

3.) What to remember when you're tutoring: brainstorm/discussion (Rachel)

- *Remind the experienced tutors that you are depending on their expertise to help you out in this section.*

4.) Role plays (experienced tutors)

- *Each of the experienced tutors is assigned a role play before the session. Each thinks about the implications of their role play in preparation for the training session.*
  - ÷ For a few minutes during the session, each of the experienced tutors, along with one or two new tutors, act out their role play in front of the rest of the group.
  - ÷ After each role play, discuss what happened.

*Well my table worked very hard to day. They lerned how to conte by 10's, and to cont all the way to 100 too. I am also very proud of them. Be cause they all tride there best.*

*-- Ruth  
March, 1995*

# On-the-Job Training: Coaching

Ongoing, on a regular basis

— For this part of the training, the trainer actually goes to the tutoring sessions to:

- Observe the tutors while they are tutoring,
- Give tutors hints and suggestions if they need help.
- ☒ NOTE: Intervene only if it is necessary,
- ☒ Otherwise, take tutor aside after the incident to coach.
- Notice and record areas that the tutors are generally having trouble with, so these things can be addressed during regular training sessions.
- Point out and praise positive things the tutors are doing.

Tutor's behavior	Notice and record	Intervene?	Comments
Helping the tutee	How was he/she helping?	No	After session, tell tutor that you noticed
Doing tutee's work	How was he/she doing tutee's work?	Yes	Suggest an alternative way to help
Being encouraging	How was he/she being encouraging?	No	After session, tell tutor that you noticed
Being discouraging	How was he/she being discouraging?	Use judgement	Remind tutor why it is important to be positive and encouraging
Acting responsibly	How was he/she acting responsibly?	No	After session, tell tutor that you noticed
Goofing around/acting inappropriately	How was he/she goofing around?	Yes	Remind tutor that he/she is a role model; suggest other ways to behave
Asking the tutee good questions	What questions?	No	After session, tell tutor that you noticed
Attentive to tutee/situation	How was he/she being attentive?	No	After session, tell tutor that you noticed
Seems unsure of what he/she is supposed to be doing	What he/she is or seems unsure about	Yes	Ask if he/she is clear about what he/she is doing; offer suggestions
Generally doing a good job	How was he/she doing a good job?	No	After session, tell tutor that you noticed

# Ongoing Training and Reflection: Group reflection

Ongoing, once every 2 weeks (45 minute sessions)

## Purpose:

In addition to introducing new tutoring strategies and methods, as well as reinforcing skills and methods that have already been introduced, group reflection sessions give the tutors an opportunity to process their tutoring experiences. Sessions also provide a forum in which they can share their successes and their challenges with their peers.

## Some areas to cover in reflection sessions:

### Tutoring skills/methods

- How to help the tutees instead of doing their work for them.
- How to use questions in a productive way.
- Encouragement and positive reinforcement.
- How to get tutees to listen (building relationships, earning respect, etc.)
- Active listening and non-verbal communication.
- Empathy.
- Dealing with awkward situations (for example, when neither the tutor nor the tutee know the answers).
- Being a responsible role model.

### Learning

- Different ways people learn.
- Awareness of who the tutees are developmentally. (What was it like to be that age? How do they learn? Why do the teachers do the things they do with student of that age?)

- *Tutor Training*

## The tutor's experience

- What am I learning through tutoring?
- Using each other as resources/Collective problem solving.

*...[Tutoring is] fun because I teach little kids stuff. When I go in there I feel good...It makes me feel happy to be the teacher...The person I tutor listens when I read, too. This makes me feel good. And he shows respect.*

*-- Joseph  
May, 1995*

# Some Reflection Ideas

The following are ideas that could be used to address some of the items listed on the preceding pages. The list is by no means comprehensive. Ideas are not necessarily provided for each of the items listed above. Also, some ideas may relate to more than one of the items. In these cases, the idea is explained under the first heading, and the title of the idea appears under additional, related headings.

*Role plays and handouts follow this section.*

## Tutoring skills/methods General

### Modeling activity

- Start off by telling the tutors to pretend they are the tutee. You will be showing them what they should be doing when they are tutoring. Tell them to watch you carefully for what you are doing well and not so well. First, model everything you should not do when you are tutoring. For example, if you are a reading tutor, hold the book so that no one else can see it, read quickly and in a monotone, do not show anybody the pictures, etc. Ask them for feedback when you are done. What did you do? How did they feel? What actions would have been better? Next, model what you should do when you are tutoring. Again, ask them to watch you carefully, and ask for feedback at the end.
- For example, one group of tutors came up with the following list of “Things To Do And Be Aware Of When You Are A Reading Tutor” after doing this activity:

#### When You Are Reading to Your Tutee:

- |   |   |
|---|---|
| -Read so that the tutees can understand you                         | -If they're not listening, read a poem or something to them to get their attention back               |
| -Show them the pictures   | -Memorize one or two lines so you can look at the kids  |
| -Explain to them what's going on in the book                        | -After every page, ask a question to make sure the tutee is paying attention and that they understand |
| -Be aware of your speed. Do not read too fast                       | -Show pictures so tutee can understand  |
| -Read slowly, but not too slow                                      | -Concentrate  |
| -Act it out a little bit  |   |
| -Pay attention to the tutee so they won't get crazy                 |   |
| -Keep the book under your face (or to the side) so they can see you |   |

### When Your Tutee is Reading to You:

- Show them the pictures and have them guess words based on the first sound
- Skip the hard word and try to figure it out based on the context of the rest of the sentence

## Tutor training video

- This is a longer-term project with a group of tutors. Work with the tutors to produce a tutor training video for use by future tutors. In addition to being a very exciting activity, this video-making process requires the tutors to really think about what they need to know as tutors, and how they can teach what they have learned to others.

## Tutor training publication

- This is also a longer-term project with a group of tutors. Work with the tutors to produce a tutor training publication for use by future tutors. In addition to being a very exciting activity, this publication-making process would require the tutors to really think about what they need to know as tutors, and how they can teach what they have learned to others.

## Tutoring tips handout

- (See *TUTORING TIPS HANDOUT*, following this section.)
- Have the tutors read the tutoring tips (as the entire group, small groups, pairs, or individually). Ask for questions or discuss whatever issue/tutoring tips stand out.

## Forced choice

- (Tailor this activity to focus on specific skills/methods as needed.)
- Post “would” sign on one side of the room, and “would not” sign on the opposite side. Give the tutors scenarios, and ask them to go to the sign that reflects what they would do or would not do. For example, one scenario might be “admit to your tutee that you do not know the answer to the question.” The students who would admit this go to the side of the room with the “would” sign, and vice versa.
- This game is a good way to get discussions going about various issues, and at the same time allows students to move around.

- Other scenarios might include:
  - ☒ ...tell a teacher if your student was fooling around and/or not listening to you.
  - ☒ ...do your tutee's work for them.
  - ☒ ...give your tutee candy as a reward.
  - ☒ ...yell back at your tutee if he yelled at you first.
  - ☒ ...hit your tutee if he hit you first.

## How to help tutees instead of doing work for them

### Helping maze

- (See *MAZE HANDOUT*, following this section.)
- Have the students do the maze (this should only take a couple of minutes).
- Talk about the different steps involved in helping someone to solve a problem.

### Trust walk/verbal blindfold game

- Have tutors get into pairs—blindfold one partner.
- The seeing partner verbally directs the blindfolded partner to a specific destination. (You can set up obstacles in the classroom or designate areas as dangerous places, like a “crocodile pit,” that the tutors need to avoid.)
- Switch roles if time permits.
- Talk about tutors helping each other, tutors helping tutees, tutees' frustration with not being able to see/not knowing something. What role does trust play here?

### Password/taboo

- Write one word each on a bunch of index cards. Have one student come to the front and pick [blindly] one card. That student must describe the word on the card without saying the word or any form of the word. The students in the audience have to guess what the word is. For example, if the word on the index card is “cooperate,” the describer might say “this is when two people work together.” She cannot say any form of “cooperate” in her description. The student who guesses correctly then becomes the describer.

- *Tutor Training*
  - *To make it harder*, the leader can further limit the words that the describer is allowed to say. For example, the leader could say that the describer cannot say “together,” or some other common/easy way to describe “cooperate.” The leader can also put a time limit on guessing.
  - Don’t forget to process the game afterwards. Connect the game to helping someone without telling them the answer: How did each side feel?

## How to use questions in a productive way

### Helping maze variation

- *(See HELPING MAZE above, and handout following this section.)*
- During processing, emphasize asking questions as a way to help.
- Talk about productive/unproductive questions.

**See also: Role play #1**

## Encouragement and positive reinforcement

### Handling right and wrong answers

- *(See HOW TO HANDLE RIGHT AND WRONG ANSWERS handout, following this section.)*
- Have the tutors read the tutoring tips (in a whole group, small groups, pairs, or individually). Ask for questions and/or discuss whatever issue/tutoring tips stand out.

### What do I say If...

- *(See WHAT DO I SAY IF...handout, following this section.)*
- Have the tutors read the tutoring tips (in whole group, small groups, pairs, or individually). Ask for questions and/or discuss whatever issue/tutoring tips stand out.

**See also: role play #2**

# How to get tutees to listen to the tutor

## (building relationships, earning trust, etc.)

**See: Role plays #3, 4, 5**

## Active listening and nonverbal communication

### Feelings charades

- Write different feelings and emotions on index cards. Play this game just like regular charades (somebody acts out whatever is on her card, then audience members are called on to guess the feeling or emotion). Students have to act out the feeling or emotion, rather than a movie or television show. This game can help the tutors to be aware of and notice that people have different emotions and feelings. It can also help them learn how to recognize specific emotions or feelings a tutee may be having during a tutoring session.
- Don't forget to process the game afterwards.
  - ☒ People can communicate without talking—be aware of the messages you are sending.
  - ☒ People have different feelings and emotions—we need to be sensitive to that.

## Empathy

### Feelings charades

### Trust walk/verbal blindfold game

## Dealing with awkward situations

### Common challenges

(See COMMON CHALLENGES...handout, following this section.)

- Have tutors do the worksheet/talk about the challenges in pairs.
- At the end, ask them to share with the whole group.

- Tutor Training

## What do I say if...

(See *WHAT DO I SAY IF...handout*, following this section.)

See also: Role plays #6, 7, 8

## Learning

### Different ways people learn

### Three Lists Activity

(This exercise demonstrates to students that people have different learning styles: some learn better by hearing-aural, some by seeing-visual, some by doing-kinesthetic.)

- Ask students to remember each list of words after you have read it to them (List #1), shown it to them (List #2), or they have written the words down (List #3). Sample lists:
  - ☒ List #1: glass, car, front, cloud, pencil, hat, apple, duck, light, picture
  - ☒ List #2: word, math, sleep, animal, sun, train, paper, read, mouse, home
  - ☒ List #3: four, white, banana, cat, watch, back, book, away, shirt, floor
- Students should write down as many of the words from each list as they remember.
- Process by talking about different learning styles.

## The tutor's experience

### What am I learning through tutoring?

### Written reflection

- Have the students write individually, then discuss together: "What have you learned by tutoring?" (or another question)

### General check-in

- Remind the tutors about the ground rules/group norms that you have set.
- Have each tutor check-in about tutoring. How are things going? Is there a pressing problem that you are having that you would like others' help on? Is there something that went

especially well that you would like to share?

- When appropriate, have the group try to address a challenge that someone is having or an issue someone is facing.
- NOTE: This exercise can take a really long time or a very short time.

## “Your experience is important:” a letter to future tutors

- Tell tutors: “You have experience and knowledge about what tutoring is like, and how to be a good tutor. There are going to be tutors next year, too. I would like to use your experience and knowledge to help next year’s tutors.”
- Ask tutors “What advice would you give someone who is going to be a tutor? What would you have wanted someone to have told you before you started?”
- Record brainstorm list as the tutors share their ideas.
- Now, have them use this information and whatever else they are thinking to write a letter to a future tutor.

☒ The letters might include whatever things they think a tutor would want to know: advice, what to keep in mind to be a good tutor, things they have learned, what they liked/didn’t like about tutoring, etc.

## What’s it been like now that you’ve been tutoring for a while?

- Address tutors: “When we started, we talked about expectations. What do you guys think of tutoring now? Why do you do it? What is easy? What is hard? What is rewarding? How does it make you feel?”
- “Think individually, and write in your journals for 5 minutes. You can do anything you want in your journals—write sentences, words, or even draw pictures that you can explain.”
- “Once you have collected your thoughts individually, write whatever you would like to share on the butcher paper (this needs to be clear so that others can understand what you have contributed).”
- After the tutors have done this, reconvene and have them share what they have contributed.

- *Tutor Training*

## Describe the picture

- Show/give each tutor a photograph of themselves tutoring. Have them write in their journals describing what is going on in the photograph. What is the activity? What are they doing? What are they feeling? What do they think the tutee is thinking/ feeling?

## Using each other as resources/ problem solving

### Check-in

- Have the tutors check-in on how tutoring has been going for them. You can do anything you want with this. For example, have everyone say one positive thing about their tutoring experience, or one thing that has been especially frustrating for them about tutoring lately, or one funny thing that happened at tutoring, etc. You can do this as a warm-up to the rest of a session, or it can extend for the entire session. Another option is use the majority of the session for a general check-in (anticipate frustrations and problems tutors are having), and save a chunk of time to talk about possible solutions they could try.

☒ For example, a group of tutors raised the following issues during one extended check-in session:

*Pressure from the tutees to do things you shouldn't or don't want to do;  
Tutees not listening; Tutees say they don't need help; Work is too easy for them; Work is too hard for them; Tutees bypass tutor and go straight to the teacher; Sometimes it is like you are a babysitter; What should they do when they finish their work?*

☒ We used the last part of our time to brainstorm some possible solutions:

*Remove the distraction; Use a big book-they get more involved; Make it interesting for them; Give them an example; Relationship building; Try all the different ways you can to help (trace, guide hands, etc.); Talk the tutees through the work.*

### Critical incident exercise

- Have the tutors describe an incident or situation that was a critical problem, at least in the sense that it was not immediately obvious what to do or say:
  - ☒ What was the first thing you thought of to do or say?
  - ☒ List three other things you might have done or said.

- *Tutor Training*

☒ Which of the above things seems best to you now? Why is it best?

☒ What do you think is the real problem in the situation? Why do you think it came up at all? (Conrad and Hedin, 1986).

## Questions

- Talk a little bit about questions (everybody always has questions, questions are a good thing, etc.)
- Have the tutors individually brainstorm as many questions as they can in their journals.
- Once they have had a chance to do this, go around the group and have each person share one question.
- Record the questions on butcher paper.
- Talk about how different people know different things, and that within this group a lot of these questions can probably be answered.
- Have people answer whichever ones they can. (NOTE: Each question can easily turn into a mini-discussion about that issue.)
- The group can decide what they want to do with the rest of the shared questions (i.e., answer them next time, divide them up and find out the answers, other?)

## Questions Variation

- Have the tutors brainstorm all the questions they can think of about tutoring. Which one(s) do they think are most pressing? Have the tutors find the answers and report back to the group.

## General

*(can be tailored to address many different issues and skills)*

### Role Plays

- Role plays can be an especially useful tool in helping the tutors process and learn from their own and their peers' tutoring experiences. Role plays can be created directly from situations that you observe during tutoring sessions, or they can be more general. Below I have listed some role plays that may or may not be relevant to your group of tutors.
- NOTE: Whenever possible, try to use actual props that the tutors encounter in the tutees' classroom. For example, if the tutees' class uses math stations, see if you can borrow one or two math stations for the role plays. Use anything that will make it easier for the actors to connect what they are acting out to the real situations they deal with in tutoring sessions.
- Processing: *This is the most important part of the role play.*
  - ☒ Discuss: What happened? Good things? Things that were not so good?
  - ☒ Ask audience members: What could/would you have done? Why?
  - ☒ Explore other questions.

### Possible Role Plays

#### 1.) Roles: Tutor, tutee

Situation: Tutee doesn't know the answer/keeps answering incorrectly. Tutor needs to help him by using guiding questions.

☒ Issue: How to use questions in a productive way.

#### 2.) Roles: Tutor, tutee pair

Situation: The tutors are doing everything right!

☒ Issue: Encouragement/positive reinforcement.

#### 3.) Roles: Tutor, tutee pair

Situation: Tutees ignore the tutor and just socialize.

☒ Issue: How to get the tutee to listen to the tutor.

- *Tutor Training*

4.) Roles: Tutor, tutee

Situation: Tutee is not listening/goofing off/not cooperating with tutor.

☒ Issue: How to get tutees to listen to the tutor

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5. Roles: Tutor, tutee

Situation: Tutee is very shy—the tutor is having a lot of trouble getting the tutee to respond.

☒ Issue: How to get the tutee to listen to the tutor; building relationships/trust with the tutee.

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6.) Roles: Tutor, tutee pair

Situation: Tutees are not getting along with each other, tutor needs to deal with it.

☒ Issue: Dealing with awkward situations.

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7.) Roles: Tutor, tutee

Situation: The tutor is helping the tutee with the work. Neither the tutor nor the tutee knows how to do the work.

☒ Issue: Dealing with awkward situations.

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8.) Roles: Tutor, tutee

Situation: The tutee says that he knows how to do the work, and that he doesn't need help, but once they start doing the work, the tutor finds that the tutee does not really understand the work.

☒ Issue: Dealing with awkward situations.

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9.) Roles: Two tutors

Situation: One of the tutors had a really tough tutoring session today.

☒ Issue: Get tutors to use each other as resources. Tutoring can be very frustrating at times—tutors can help each other work out difficult situations.

*What does it feel to be a tutor it  
feels like I am making a  
differernts in this world...*

*-- Ada  
May, 1995*

# Individual Reflection

Each tutor should have her own tutoring journal. Tutors are expected to write in their journals on a regular basis (i.e., at least once a week). The journals are turned in to the trainer at reflection sessions.

The following is a list of possible questions and experiences that a tutor could respond to in her journal. I have also included a possible format for more general entries about tutoring sessions.

## Possible reflection questions and exercises:

- 1.) What do you do in a typical tutoring session?
- 1a.) How has this changed since you first began tutoring? (For example, do you have more/less responsibility now? Do you do the same activities as when you first began? etc.)
- 2.) What was it like when you were in [tutee's] grade? How did you feel about people who were [tutor's] age? Why?
- 3.) Pick a tutee to watch during silent reading. Write down everything you notice him/her doing. Then, think about what he/she is doing tells you about his/her involvement in reading.
- 4.) Please describe what you did today, and with whom.
- 5.) What do you think your tutee liked about the book or activities you did together?
- 6.) Tell about a person who you find interesting or challenging to be with. Explain why.
- 7.) If a time warp placed you back at the first day of tutoring, what would you do differently the second time around?
- 8.) What did you like best about today?
- 9.) What did you do especially well today? What could you improve?
- 10.) What criticism has been given to you and how did it make you feel? How did you react?
- 11.) Did you take (or avoid taking) some risk this week? Were there things you wanted to say or do that you didn't?

## • Tutor Training

STUDENTS  
TEACHING  
STUDENTS

- 12.) What happened this week that made you feel like you would or would not like to do this as a career?
- 13.) What kind of person does it take to be successful at tutoring?
- 14.) What did you do this week that made you proud? Why?
- 15.) What feeling or idea about yourself seemed especially strong today?
- 16.) Tell about something that you learned as a result of a disappointment or even a failure.
- 17.) Think back to a moment when you felt especially happy or satisfied. Describe what led up to that moment. Why did you feel happy or satisfied?
- 18.) Describe the tutee you worked with today.
- 19.) Pretend you are one of the students who you tutored today. From your pretend perspective, write about what was good and what was difficult about today's session.
- 20.) Do you think you are a good tutor? Why or why not?
- 21.) Do you like tutoring? Why or why not?
- 22.) Describe what is happening in this photograph/video/other. (*Provide and modify question based on relevant photo/video/other.*)
- 23.) What do you think your tutee learned today? Why do you think he/she learned it?
- 24.) What is something you have learned from being a tutor?
- 25.) How did you get your tutee involved today?
- 26.) What do you think is easy for your tutee? What do you think is hard for your tutee? Why?
- 27.) Watch [the teacher in the tutees' class] read aloud to her class. What do you notice about how she reads aloud? Make a list of your observations. (Think about how she keeps the students' attention, how she acts when she reads aloud, how and when she changes her voice, how she involves her students, etc.)
- 28.) Describe a problem you are having with your tutee. Why do you think your tutee is having this problem? How does this problem make you feel? What can you try to solve this problem? Who can you ask for help with this problem?
- 29.) Describe a time when tutoring went really well. What things do you think made tutoring go so well? What did you do that made it a successful session?
- 30.) What skills are you using when you are tutoring? (Describe your social skills, too!)

# Sample format: general journal entry

Date \_\_\_\_\_

1. What happened today at tutoring?

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2. What was good about tutoring today?

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3. What was hard about tutoring today?

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*Here is some advice for tootering...  
If there having trouble counting  
show them things around the class  
room like a number line or count on  
there fingers. Or count out blocks  
or little dolls. If you do this they  
will learn how to count better. They  
might learn so good that they  
could help their classmates.*

*-- Alicia  
May, 1995*

## Some tutoring tips

- 1.) Introduce yourself to your tutee. (Tell the tutee your name, and make sure you know theirs.)
- 2.) Act responsibly during tutoring.
- 3.) Be friendly.
- 4.) Help your tutee feel confident and positive.
- 5.) Reinforce skills they already have or things they already do well.
- 6.) Remember that it is OK for both of you to make mistakes.
- 7.) Give your tutee your undivided attention while tutoring them. Listen with your ears, eyes, and mouth.
- 8.) Listen to your tutees. Let them think and speak!
- 9.) Let your tutees know you care about them by showing trust, respect, and acceptance.
- 10.) Be aware of what skills your tutees are working on.
- 11.) Never let your tutees struggle with their answers to the point of frustration.
- 12.) Let your tutees know that you are human too. Don't be afraid to make mistakes or say "I don't know."
- 13.) Know the classroom rules and expectations and abide by them. You are a role model!
- 14.) Ask for help when you need it.
- 15.) Be considerate of your tutees' feelings.
- 16.) Do not give your tutees orders.
- 17.) Be patient!

# Helping Maze

Start Here ↗

What is the problem?

What have you tried?

What else could you do? What would happen?

Finish ↘

How did it go?

What is your next step?

Becoming a friendly helper

## How to handle right and wrong answers

*Remember the following guidelines when dealing with “correct” answers:*

- 1.) A right answer must be both complete and correct.
- 2.) Give praise and rewards when appropriate.
- 3.) Praise your student after every correct answer.
- 4.) Give special recognition when your student gives a right answer on the first try, without help.
- 5.) If your student fishes for answers, get a commitment before you respond.
- 6.) Let the tutee know it is all right to try even if she or he is unsure of the answer.
- 7.) If your tutee doesn't answer, try these things:
  - a.) Calmly ask the question again, give a hint, ask another question that might elicit the same answer. Be encouraging.
  - b.) Sound pleased when you get an answer, and praise the student if it is right.
  - c.) Don't make an issue of resistance—be patient!

*Remember the following guidelines when dealing with “incorrect” answers:*

- 1.) Correct your tutee's work without being discouraging.
- 2.) Don't say “No” or “That's wrong” and never make fun of answers.
- 3.) Always try to get the right answer before moving on to the next problem.
- 4.) If the student's answer is incomplete, help the student with the question and answer.
- 5.) If the answer is incorrect, give clues to help the tutee discover the answer.
- 6.) If the student appears unsure, wait two or three seconds to give the tutee a little extra thinking time.
- 7.) Be sure the student understands what the error was. Give them an opportunity later to repeat the question and answer so the correct answer is reinforced.
- 8.) If the tutee consistently gets the wrong answer, review the different ways you might involve the student. Try another approach until you find one that provides success for the student.

## What do I say if...???

### ■ What do I say if the answer the tutee gives is right?

*It is very important to praise a student for a job well done. Praise the student not only for arriving at a correct answer, but also for working hard and trying to improve. Sincere and thoughtful praise from a tutor can mean a lot to a younger student. So when you see a good job, let the tutee know!*

### ■ What do I say if the answer the tutee gives is wrong?

*Some of the students you will meet have experienced failure at school. Some students take mistakes quite personally and want to quit if their answers are wrong. As a tutor, you want to help students see mistakes as a natural part of the way we learn. Tell your students that the only people who don't make mistakes are the people who never try anything. Let your students know that you believe they can learn. No one should be afraid to make mistakes, and everybody should know how to learn from their mistakes.*

### ■ What do I say if I don't know the answer?

*Don't try to cover up if you are not sure of something (for example, if you don't know how to do a math problem, or the meaning of a word on the spelling list). Be honest. Tell the student you don't know the answer, and that you need to ask the teacher. No one expects you to know all of the answers. If you are honest and direct with the students, they will respect you for it.*

# Some common challenges... What can the tutor do?

**1.) Your tutee wants you to do his work for him...**

***You could try:***

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**2.) Your tutee seems uncomfortable or scared...**

***You could try:***

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**3.) Your tutee does not seem to understand the work she is supposed to be doing...**

***You could try:***

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**4.) Your tutee says that he understands, but does not...**

***You could try:***

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## Common challenges *For the trainer:*

Some possible solutions to talk about...

- 1.) ***Your tutee wants you to do his work for him.***  
Try different ways to help the tutee instead of doing the work for them. Express confidence in the tutee's ability.
- 2.) ***Your tutee seems uncomfortable or scared.***  
Give the tutee more space. Speak clearly in a calm, collected manner, and establish eye contact in an effort to gain the tutee's trust. This may take some time—don't worry if things don't change right away. Keep trying.
- 3.) ***Your tutee does not seem to understand the work she is supposed to be doing.***
  - a.) Have the tutee tell you what she does not understand.
  - b.) Give simple examples to try to clarify the concept.
  - c.) Go back to earlier material to test to see whether the tutee knows the past work. Keep advancing until you hit upon what the tutee does not understand.
- 4.) ***Your tutee says that he understand but does not.***  
If you are trying to tutor, watch their body language and tone of voice. Also looking them in the eye is sometimes a way to tell if they are bluffing.

# What are some other challenges that you have encountered?

**A challenge you have encountered:**

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**What you did:**

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**An alternative you could have tried:**

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**A challenge you have encountered:**

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**What you did:**

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**An alternative you could have tried:**

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**A challenge you have encountered:**

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**What you did:**

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**An alternative you could have tried:**

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*It's fairly hard to keep two kids in their seats. They let you lose your head. It makes you tired, but I still do it.*

*-- Erin  
February, 1995*

# TUTOR RECOGNITION

It is important to make tutors feel like they are a special group of people who are doing something significant and worthwhile. Formal public recognition of the tutors for the time and energy they put into tutoring reinforces their feelings of importance and of having had a positive impact.

There are many different ways to recognize and appreciate tutors for their work. Regardless of what you choose to do for this component, it is important that your recognition efforts result in at least the following:

- 1.) The tutors feel like they are a special group of capable people who have been doing something important and worthwhile.
- 2.) The tutors are recognized publicly, at least within the school community.
- 3.) The tutors have something tangible to take home with them after tutoring is over.

## Some recognition ideas

The following are some ideas that could be used as a way to recognize and appreciate tutors. Please feel free to modify these ideas and add your own. This list is meant to be a guide and a starting point to spark further ideas.

- Dedicate a bulletin board to the tutors for a period of time during the year
- Throw a party in honor of the tutors at the end of the year or at the end of a tutoring session.  
*(See SAMPLE INVITATION, following this list.)*  
*Invite parents, teachers, principal, other district administrators, etc.*
- Submit an article about the tutors to the school bulletin and/or a local newspaper.  
*Or have a tutor/group of tutors write the article or a series of articles.*
- Ask tutees to make thank-you cards for their tutors.
- Make certificates for the tutors acknowledging their commitment and effort.  
*(See SAMPLE CERTIFICATE, following this list.)*
- Give each tutor a photograph depicting him- or herself tutoring  
(or include a photograph on the certificate).

# We're Having a Party!

Please join us!

**Why?** To honor and celebrate our Peer Tutors.

**When?** Tuesday June 6, 1995.

**Who?** Peer tutor parents, teachers, tutors.

**What time?** 3:15 p.m.

**Where?** Multipurpose room.

**Ymmmmmm?** Make your own ice cream sundae!

# CROSS-AGE TUTORING, 1994-95



↑ Photo of Tutor at Work ↑

Ruus Elementary School recognizes and appreciates \_\_\_\_\_ for your hard work and commitment as a cross-age tutor. You have made an important and worthwhile contribution to Ruus Elementary School. Thank You!

\_\_\_\_\_  
Partners in School Innovation

\_\_\_\_\_  
Tutor's Teacher

\_\_\_\_\_  
Tutee's Teacher

\_\_\_\_\_  
Date

*I had like 10 kids to work with and I had a simpol time because they were all smart. But one thing that was hard is that evry one wanted me to work with them at the same time but other than that I had a grat time and I have nowtest [noticed] every day I go to tutor...that they have gotten smarter.*

*-- Wendy  
December, 1994*

# CROSS-AGE TUTORING EVALUATION

In order to continually improve any program, it is important to solicit and use feedback from its participants. Evaluation can be useful for determining how well the program is meeting the participants' needs, gaining insight regarding where and how to build on and improve already successful areas, and as a way to locate and address trouble spots.

## Some Evaluation Ideas

The following are some ideas that could be used as a way to continually evaluate a program. Please feel free to modify these ideas and add your own. This list is meant to be a guide and a starting point to spark further ideas.

- Meet regularly with participating teachers to talk about/make sure the program structure and design is still effective. Where there are problems, brainstorm possible solutions together.
- Collect and compile anecdotes from participating teachers and/or tutors about their experiences with the program.
- Ask the tutors for their opinions and ideas regularly. Where there are problems, brainstorm possible solutions together.
- Use questionnaires to solicit more in-depth information about the program. (*See SAMPLE QUESTIONNAIRES, following this list.*)
- Have a suggestion box available for participants to use.
- Have the tutors (and tutees, if they are old enough) fill out tutoring logs each day they tutor.
- Have tutors write self assessments at various points throughout the year
- Conduct case studies on a few pairs of participating tutors. (Or on a few pairs of participating classes, depending on the program structure)
- Conduct focus groups at regular intervals throughout the year. (Focus groups could include participating teachers, tutors, or tutees.)







- *Evaluation*

**5.) Are there any students in your class for whom you feel cross-age tutoring has been especially beneficial? Please explain.**

**6.) Does having tutors in your class bring additional/different challenges for you to deal with? Please explain.**

**7. What additional skills and information would you like to see tutors bring to your classroom? (What do you think a tutor needs to know and be able to do in order to be helpful and successful?)**

**8. Have you had the opportunity to read any of your tutors' journals? If so, what did you think of them? Do you have any comments or suggestions (for me) regarding their journals?**

**9. Would you be interested in getting together with other teachers who are involved in cross-age tutoring? If so, what would you like to get out of such meeting(s)?**

**Is there anything else you would like to add?**

***THANK YOU FOR SHARING YOUR THOUGHTS!***

# Tutor questionnaire 1994-95

**Directions:** Please take a few minutes to answer the following questions. Your answers are very important—we will use them to improve the cross-age tutoring program at Ruus.

1.) My teacher's name is \_\_\_\_\_ .

2.) How do you feel about being a tutor? Please put a check next to one of the statements below.

- I love being a tutor!!!!  
 I like being a tutor a lot!  
 Being a tutor is OK.  
 I do not like being a tutor!  
 I hate being a tutor!!!!

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3.) How do you feel about the training sessions?

- I love having training sessions!!!!  
 I like having training sessions a lot!  
 Training sessions are OK.  
 I do not like having training sessions!  
 I hate having training sessions!!!!

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4.) How do you feel about having a tutoring journal?**

- I love having a tutoring journal!!!!
- I like having a tutoring journal a lot!
- Having a tutoring journal is OK.
- I do not like having a tutoring journal!
- I hate having a tutoring journal!!!!

**Why?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5.) If you were in charge of the tutoring program, what would you change about it?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6.) Would you like to be a tutor again next year?**

*What does it feel like being a tutor? I feel like that I am starting to be responsible acting every day and time I come tutoring. It also feels like I am learning how to help little kindagrarners when they need help on anything or something. Now thats what makes me feel like a tutor.*

*-- Ruth*

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