PEER TUTORING
MANUAL

Written and Edited by

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

Bruner, Saturday Review
January 15, 1972
INTRODUCTION

An Invitation

This manual is for you: teachers, principals and parents. Explore the possibilities that peer tutoring offers. Start up a new program. Improve or expand the one you have already. Use the companion video to generate interest at your school. Focus a faculty's interest with the "Implementation Packet" (see the APPENDICES starting on page 31). Decide on a model that's right for you (see MODEL SELECTION on page 28). Take from the Appendix what suits you best. Letters, forms, worksheets and lesson plans are all there waiting to be duplicated. We want to make it easy for you to implement or expand a peer tutoring program.

Making it Happen

What role do you play as an educator at your school? What are your views on education? What do you think about peer tutoring? Are you involved with primary, elementary, junior or senior high students? What constraints do you face at your school site? How much influence do you have in your school community? How much energy are you willing to invest in implementing a new program or enhancing an existing one? The answers to these questions should help you decide on the size and kind of peer tutoring program right for you.
Allowing for the differences between educators and their schools is a primary concern of this manual. This manual promotes peer tutoring as an effective educational strategy. How you choose to use this tool depends on who you are and where you work. To help you prepare for program implementation, a self assessment appears below. On the next page we offer you some advice based on your score.

### Assessment Profile for Implementation

<table>
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<td><strong>1. Personal commitment</strong></td>
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<td><strong>10. Funding availability</strong></td>
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Rate yourself along the numerical scale of 1 - 5 according to the leading indicators listed below. Five is the highest. Compute your total score and consult the chart on the next page. (This assessment has not been field tested.)

Total Score: ______________
### Implementation Readiness Chart

Compare your total score on the left to the direction given at the right.

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Advice</th>
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<tbody>
<tr>
<td>10 - 15</td>
<td>With this low score you should not consider implementing a peer tutoring program at your school.</td>
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<tr>
<td>15 - 25</td>
<td>Before you consider implementing a peer tutoring program at your school, you should find a colleague at your school with a higher score.</td>
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<tr>
<td>25 - 35</td>
<td>With this score you can consider implementing a peer tutoring program at your school. But, you should move slowly and carefully.</td>
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<tr>
<td>35 - 45</td>
<td>You are ready to implement or expand your peer tutoring program. It will be a success.</td>
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<tr>
<td>45 - 50</td>
<td>You should be a part of the district-wide tutoring network and sharing your expertise with other educators.</td>
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**Everybody Wins!**

Try a new tack. Leave the front of the classroom and get behind students as they learn their new roles of tutor and tutee. Everyone will appreciate the break in the routine. You can beat the system. Lower class size on your own and make it one-to-one. Everyone needs a little personal attention. Take advantage of the situation. Put the students to work. They need to learn responsibility, patience and compassion. Tutoring is honest work, and students need job experience. Teach tutors the tricks of the trade. Tutors will learn from teaching. It's gratifying when students understand that teaching is hard work. Break-out of the classroom. Bring together students and teachers of all kinds. Tutors learn how to negotiate work situations with teachers. Working at school will be more enjoyable.

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*Teach tutors the tricks of the trade.*
<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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<tr>
<td>September</td>
<td>Committee Formation</td>
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<td>Model Selection</td>
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<td>Course Credit</td>
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<td>October</td>
<td>Tutor Selection</td>
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<td>Tutor Training</td>
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<td>Tutee Selection</td>
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<td>November</td>
<td>Program Implementation</td>
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<td>Initial Feedback Sessions</td>
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<td>December</td>
<td>Assessments and Adjustments</td>
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<td>January</td>
<td>Recommitment</td>
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<td>Introduction of Innovations</td>
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<td>Semester Evaluation</td>
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<td>February</td>
<td>Program Appreciation</td>
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<td>Introduction of New Curriculum</td>
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<td>March</td>
<td>Program Fanfare</td>
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<td>April</td>
<td>Hiatus for CTBS</td>
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<td>May</td>
<td>Resumption of Program</td>
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<td>Termination</td>
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<td>Year-end evaluation</td>
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PLANNING

A Committee

The successful implementation of a peer tutoring program takes planning. Forming a committee is an important first step. Large programs that are an integral part of a total school program require a committee that has representation from the various segments of the school community. This ensures support for the program once it is in operation. If the size and scope of the planned program is modest, the committee may consist of those teachers directly involved. Simply put, some programs require group negotiation. Others can operate independently under the auspices of individual classroom teachers. However, it is always best to keep the site administrator informed as to the program's progress. Also, informing parents about their children's involvement in a peer tutoring program is highly advisable.

Once formed, a committee faces many issues. Model selection is a most important consideration. It determines where and when tutor and tutee meet and who is responsible for their supervision. Student needs, teacher expertise and curriculum goals propel a program. Scheduling, space considerations and the acquisition of suitable materials usually prove to be the obstacles for most programs. Beyond planning, peer tutoring committees often help run, monitor and evaluate the program's progress.
In junior and senior high it is very helpful to collaborate with teachers from different departments to insure enthusiasm and facilitate cross curriculum projects. Finally, the committee approach fits the collaborative nature of peer tutoring programs.

Student Needs and Program Goals

Educators approach peer tutoring with different expectations. Academic achievement and social maturation are the two basic goals common to all peer tutoring programs. However, the focus of individual programs vary widely. Some programs are a simple resource to those teachers who know how to use an extra pair of helping hands in the classroom. Many secondary programs work closely with the tutors to prepare them for the job market. The young adults in these programs learn communication, leadership and academic skills as they coach their peers or help younger students learn. However, programs that focus on the tutee as the learner are more popular. Typically, in this kind of program, students with academic problems are identified and tutors work with them on specific skills in Language Arts or Mathematics. Ironically, research indicates that tutors benefit more from the tutoring experience than the tutees. Therefore, it is important to see both the tutor and the tutee as learners. In other words, sophisticated educators design their tutoring programs to motivate and teach the tutors as they work with their peers or younger students. Hence it is completely reasonable for secondary students to earn elective course credit towards graduation and it looks good on the high school transcript as work experience. Programs that direct curriculum at the tutors focus on self-esteem, building self-confidence, teaching responsibility and developing self-awareness.

Though few programs would exclude the sample goals listed under “Common Peer Tutoring Goals,” certain goals receive more stress according to the overall intent of the individual program. Whether a peer tutoring program offers the services of student aides to interested teachers, helps students with academic programs or actively promotes academic and social growth of tutors is of course very important. However, it must be remembered that peer tutoring is a dynamic in and of itself. That is to say, a tutor who is involved in a program that focuses on the academic needs of the tutees will still grow in self-esteem and develop insights about the learning process.
Common Peer Tutoring Goals

1. To accelerate academic achievement.
2. To promote social maturation.
3. To raise self-esteem.
4. To develop in students an appreciation of individual and cultural differences.
5. To prepare students for future employment.
6. To develop in students the sense of purpose and responsibility necessary for active participation in a democratic society.

Conversely, tutors instructed in lesson design, communication skills and role definition will be more effective teachers. The power of peer tutoring springs from the special relationship that develops between tutor and tutee. It is up to the educator to decide how to use this dynamic as an effective teaching strategy.

Peer presenters are also very effective on the secondary level to reach their fellow students on sensitive issues. Generally peer leaders can bridge the generation gap on a host of issues including drug and alcohol abuse, safe sex, AIDS as well as alternatives to violence.

The Space Issue

Finding a suitable work space for the tutoring pair is a basic concern of all peer tutoring programs. A quiet spot free from distraction is, of course, the goal. However, space limitations are common in many schools. Scheduling a program after school, during intersessions or even during the summer is one way to avoid the crunch for space. A separate classroom set aside as a tutoring “lab” represents the strongest commitment to peer tutoring. A more common solution to the space issue is the far end of a classroom or a corner in the library. How to best utilize classroom space for tutoring is an issue worthy of consideration.

The first rule of thumb is to separate the tutoring pairs from each other as much as possible. Classroom furniture can be used to
make a more private environment for tutor and tutee. The direction that the tutor and tutee face is another consideration. For example, tutors and tutees seem to work better side-to-side rather than face-to-face. This shoulder-to-shoulder arrangement keeps them focused on their work rather than on each other.

Similarly, tutoring pairs should not face or be near a classroom teacher delivering instruction to some other students. A final option that turns the space issue inside-out occurs when two whole classes pair up for tutoring sessions. After all, fifteen tutoring pairs takes up no more space than thirty individual students. The result is everyone is tutoring and no one is receiving instruction from the teacher directly.

Some secondary classrooms have a tutoring station where a tutor, assigned to that class, is ready to receive questions about the assignment. This method often allows the shy student an option to work out a confusion of the assignment or get some quick help during the period.

**Scheduling**

Finding a time that works for teacher, tutor and tutee is often a difficult task. Many variables have to be taken into account. What is the structure of the school day? Do tutors and tutees have the same schedule? How often should tutors and tutees get together? How long should each session last? Outside and inside the secondary students’ schedule, when is there time for tutoring? The answers to these questions depend on the focus of the program and the educational priorities in the school. Therefore, an appreciation of the demands placed on teachers and students must be balanced by a commitment to peer tutoring. Because it integrates many educational goals, it merits time and space in the school day. Peer tutoring does not take time out of a school day, it creates a time for students to become part of their own education.

A teacher must decide when, how often and for how long tutor and tutee should meet. The structure of the school day is the first issue to be faced. The secondary level usually has the fifty minute period and the six period day. At the elementary level, split reading, recess and lunch schedules, preparation periods and the morning emphasis on core subjects complicate the issue. (No wonder some programs operate after school, on Saturdays or during the summer). Offering peer tutoring as an elective has been a long-time effective way of fitting tutoring programs in a six period day. Because the “student aides” in this kind of program tend to perform a variety of tasks within the classroom,
the fifty minute periods do not prove to be too long of a time span.

However, in those programs where secondary students pair up as tutor and tutee, manipulating the fifty minute period becomes an issue. Teachers in charge of such tutoring "labs" seem to have more success at maintaining students focus when the fifty minute period is broken into tutoring and non-tutoring segments. As a year progresses time spent tutoring can often be extended. When the fifty minute period is too long of a time span for one-to-one students interaction, the, tutoring sessions can be broken up with whole class instruction, independent work or cooperative learning activities. Another variation in this kind of program has tutors and tutees often meeting separately once or twice a week. The tutoring coordinator meets weekly with the tutors for problem solving and maintenance of enthusiasm. During these tutor feedback sessions the tutees are often involved in more traditional kinds of instruction.

Teachers at the elementary level also manipulate scheduling to maintain tutor and tutee interest. Experience indicates that elementary students can tutor their peers or younger counterparts on a one-to-one basis for up to about thirty minutes.

The weekly cycle is another scheduling variable to consider. Programs based on one-to-one tutoring often schedule tutoring sessions three days per week to insure continuity. Feedback and planning sessions round out the week. On the other hand, those programs that schedule sessions once a week present tutoring as a special experience for both tutor and tutee. Some teachers use tutoring as a special component included in activities that culminate units of study.

How programs match up tutor and tutee is a final kind of scheduling option. For example, programs that operate on the three-days-per-week cycle tend to match tutor and tutee for an entire year. The intimacy that develops between each tutor and tutee contributes to the effectiveness of this kind of program.

On the other hand, programs that rotate tutors and tutees keep up student interest through the changing of partners. Typically, in this kind of program, a group of tutors compose a learning center. That is, tutees take turns working with the tutors on specific tasks in one corner of the classroom. Though the tutor
may repeat the same activity, the change in students keeps the tutor on task. Conversely, a classroom can be split into tutoring teams that rotate into a neighboring classroom. Because each team may only visit a classroom about once a week, motivation remains high. Using rotation as a scheduling device maintains student interest while maximizing participation. Hence, each tutor is out of the classroom for only one session each week.

Tutor Capability

What tutors can do depends on age, experience, aptitude and training. Clearly, the responsibilities assumed by tutors vary widely. For example, at the secondary level, students have been trained to deliver whole class instruction. Of course, the students involved in this program were carefully selected and extensively trained. At the opposite end of the spectrum, we find ten and eleven year-olds monitoring the flow of glue during an art lesson. In other words, tutor capability does not only depend on age, maturity and training but, also, on the intent of the program at hand.

The classroom helper in the elementary school and the student aide at the secondary level perform an invaluable service to their schools. These mature and academically adroit students are asked to respond to the needs in the individual classrooms they serve. What tasks these students perform vary from classroom to classroom. Clerk, chef, quartermaster and instructor are some of their common duties. They are almost always well appreciated.

Elementary programs that pair-up tutors and tutees or operate inside tutoring labs tend to involve their students in more special kinds of instructional activities. For example, tutors and tutees reading together is a basic part of many tutoring programs. Flash card drill is another very popular activity. Taking dictation, making books or writing stories together is a very productive use of the one-to-one instruction that tutoring offers. Many games make good use of tutor and tutee interaction.

Of course, tutors have to be taught diplomacy regarding an appropriate win-loss record. Skills-based worksheets have the advantage of keeping a tutor and tutee focused on a specific skill. However, worksheets often lack the dynamic that keeps tutor and tutee working productively. Thus, it is important to note that good tutoring activities keep both tutor and tutee busy. Finally, tutors at the elementary level seem most suited to help their younger peers to learn. Teaching is another issue entirely.
Secondary students, as young adults, are capable of a wide-range of tutoring functions. Most of them, already have an experience base in the community center, home or classroom to draw upon as tutors. This tutoring and life experience enables them to become tutors very quickly. With some additional direction they have begun to teach new material. They can manage small groups and effectively respond to the needs of the individuals. Ultimately they can function in a similar capacity to an instructional assistant.

Tutoring, The Experience

Validating the emotions, growth and learning that both tutor and tutee experience during the course of a year is an aspect of peer tutoring that should not be overlooked. Recognize the anxiety and excitement that begins a program. Appreciate the affection that develops over the course of a year. Notice the pride tutor and tutee assume about their learning. Tutoring is an authentic experience for both tutor and tutee. During training and on-going feedback sessions tutors need to express their feelings and experiences to the teacher and each other. Sponsoring fun activities between tutor and tutee help them achieve. During a year, tutors and tutee can, for example, do art or music projects together, celebrate holidays together, go on excursions or have a party. Growth in self-esteem, personal and social responsibility occurs when students realize their own achievement and growth. Once again, on-going feedback sessions are an important forum for self awareness. Awards and culminating experiences are just as important. Tutors and tutees also
experience the importance of a day to day special working relationship and the potential of friendship in the work place. Portraits, letters, presents, valentine cards and parties are as important as all the worksheets, drawing, papers and stories.

Tutoring, A Job

Preparing students for the job market is a goal basic to education. Learning how to read, write and do arithmetic are important and fundamental parts of that preparation. Tutoring as an educational, classroom strategy helps students achieve academic competence in a unique and special way. However, tutoring, unlike studying, is job experience. For tutors soon discover that "teaching" is work. To take advantage of this aspect of peer tutoring many programs stress tutoring as job experience. This is especially true at the secondary level where students are sometimes paid for their services when funds are available.

Many high school programs take great care to simulate the job experience. Application, interview, selection and evaluation are important components of these programs. Tutors learn to document their time on the job and log accomplishments and problem areas. Once in the program, the tutors often attend workshops and conferences on communication and leadership skills.

Correcting papers, filing work, managing charts, signing time sheets, making reports and collecting a paycheck are all routines incorporated in programs aimed at preparing students for the job market.

In addition, tutoring itself serves as a job experience on application for other employment. The letter of reference from the administrator or program coordinator is often helpful in the competitive teenage job market. And finally, tutoring offers students the opportunity to consider teaching a possible career goal, especially given the need for new teachers over the next five to ten years.

In the secondary school the peer tutoring coordinator is often in the unique role of matching tutor with an appropriate teacher. Personalities are all different. Usually there is a suitable tutor/teacher match. However resolving issues between tutor and teacher stylistic differences may require diplomacy. The coordinator employs sophisticated communications skills to
resolve issues among the teenagers and professionals. For example, what if the teacher finds the tutor unsuitable. Sometimes it is a resolvable issue. When it is not, reassignment is the next option. However, it sometimes becomes clear to the coordinator and the tutor that tutoring is not the appropriate elective for the student. If handled sensitively all of the above are wonderful experiences for the young adult approaching the world of work.

The Teacher’s Role

Bureaucrat, manager, instructor, parent and friend are roles teachers play each day. Though peer tutoring shifts the focus of a teacher, it demands the same classroom expertise as any other instructional strategy. Taking attendance, arranging schedule, establishing routines, organizing lessons, settling problems, motivating students and displaying affection are just as much a part of peer tutoring as it is a part of direct instruction or cooperative learning. The teacher is just as responsible for lesson content and delivery as at any other time of the school day. The job of the teacher is to manipulate the dynamic between tutor and tutee for both their benefit. It is important to realize that the tutor is simultaneously an extension of the teacher and a student in an educational experience. Therefore, the teacher must monitor the tutee’s progress through the lessons and ensure that tutoring lessons parallel regular classroom instruction. At the same time the teacher should capitalize on the motivational and cognitive surge experienced by tutors.

In short, the teacher sets-up the tutoring lessons, facilitates tutor instruction and stimulates the tutors’ perception of themselves and instruction. Clearly, the role a teacher plays between tutor and tutee is both subtle and sophisticated.

At the secondary school the peer tutoring coordinator acts as a facilitator for teacher and tutor by arranging with counselor to engage a cadre of tutors, by matching the personality of the tutor with the particular culture of the classroom, by taking responsibility for grading tutors and by resolving any special issues that may arise.
IMPLEMENTATION

Public Relations

To engage the support of the school community is an important part of implementing a peer tutoring program. Informing the school community about the nature of the program is a most important first step. Though some administrators, teachers and parents thrill at the prospect of a peer tutoring program at their school, others have concerns that need to be addressed. The larger the program, the more formal the program definition should be. Elaborate programs require needs assessment, goal setting sessions, extensive model consideration, program drafting, and review and final submission for approval. Such programs insure continuing support through the use of timelines, budgets and evaluation procedures. Smaller programs follow the same process of program definition, but it is much simpler. A chat with the principal, a quick presentation at a faculty meeting, discussion of peer tutoring at open house, and a letter to parents are simple ways of making a program public.

During these interactions proponents of peer tutoring programs will have the opportunity to put to rest certain concerns the school public may have. Be prepared to answer some pointed questions. Here are some examples. Aren't these tutors losing valuable instruction? How can students know how to teach? Who is watching over these kids? What research has been done to show this is an effective way to teach children? These ques-
tions need to be addressed (see the Questions and Answers section on page 38, in the Appendix).

Making progress visible is another way to sell peer tutoring as a valid approach to student learning. Peer tutoring bulletin board shows the vitality of a program to the school as a whole. Articles in the school newspaper raise parents' and students' awareness of the program. Program visitation by interested educators lends credibility to a program. Inclusion of peer tutors in awards assemblies and class yearbooks insists on a program's legitimacy. Attendance by tutors to conferences on tutor leadership training and career awareness lends status to peer tutoring programs.

And finally, tutors and tutees participating in special excursions or events stimulates interest among other students. In short, making peer tutoring appear as much a part of the school as a club, class or subject is really smart.

Tutor and Tutee Selection

As with other aspects of program implementation, criteria for tutor and tutee selection vary according to the design of the particular program at hand. For example, programs that focus on tutee remediation tend to choose mature and competent students as tutors. Other variables in tutor selection should be considered. For example, some “intelligent” students lack com-
passion for the "slow learner." Similarly, some "well-behaved" students lack the initiative or the communications skills necessary to be effective tutors. Conversely, some very effective tutors do not fit the image of the mature and competent student. Those students with naturally nurturing personalities make great tutors. Some verbal students that possess self-confidence have a knack for working with their peers. Those older siblings accustomed to the responsibility of caring for younger brother and sisters make excellent tutors. When selecting tutors, take a look at the whole person. Classroom performance and behavior should not be the only criteria for tutor selection. Everyone should have the opportunity to help another individual with what they know.

For many programs the issue is not selection but rather inclusion. Tutoring is seen as an experience that should be offered to a wide range of students. A program matching up whole classes of tutors and tutees clearly entertains this democratic approach to the peer tutoring experience. Why not bring the benefits of peer tutoring to as many students as possible? Tutors and or tutees can rotate so that everyone gets a chance.

These programs help students appreciate and respect the differences between them and the person they are working with. Some programs focus on unlearning the societal stereotypes that separate the student population as well. For example, students at a number of schools tutor children in special education or bilingual classes. This gives them an opportunity to develop alliances with other students with whom they may have never
had prior experience. The content of the work is on paper, the process is potentially a much deeper learning.

Peer tutoring programs ultimately improve the school climate. For some programs it is a primary goal.

Many teachers who understand that tutoring works to empower, acknowledge and raise students' self-esteem choose students who are in particular need. Some students truly flourish as they grow in self-confidence and self-awareness. Of course, tutors who have either academic or social development problems need close teacher supervision during the session. When the student is having trouble, tutor or tutee, the teacher may have to find some alternatives beyond tutoring. The teacher can assist the student to realize that he/she really does not want to be in the program or figure out what needs to change in order to remain. In either case, it should be a growth and esteeming experience for the student.

Initial Training Sessions

Initial training sessions, usually numbering between three and five, give the trainer the opportunity to clarify the mechanics of a program, to bring the role of tutor into focus and to review the content of the tutoring lessons themselves. Tutors need to understand the nuts and bolts of a program. In order for a program to get off the ground the tutors must know the answers to some simple questions. Who is my tutee? When do I tutor? Where do we work? What do we do? Once again, routines and procedures are of utmost importance. Tutors have to learn how to help manage a program in order for a program to function smoothly.

Many key concepts have to be at least touched upon before tutoring actually begins. However, the trainer must remember that many concepts will only become clear to the tutors with experience. The trainer's presentations, group discussions, role playing, classroom observations and interviews are activities that help tutors prepare for their first tutoring session.

A discussion that always proves fruitful compares the roles of teacher and tutor. Confidentiality is an important issue that is often overlooked. On one hand discussing tutee's behavior and progress leads tutors to important realizations. On the other hand, value judgement, comparisons and status ranking demeant both tutor and tutee. Role playing seems especially suited for tutor training. It asks tutor to apply recently learned concepts before it really matters. For example, a concern about a lack of tutee cooperation often surfaces during initial training sessions.
Even though a trainer may accent tutee receptivity, role playing tutor options and limitations when faced with a tutee at the various stages of discontent really seems to raise the comfort level for rookie tutors. Tutors need to know when and how to enlist the support of a teacher. Classroom observations or the viewing of videotapes are training activities that bring tutors closer to an image of the tutoring experience. Interviews with teachers, former tutors or prospective tutees perform a similar function. By the time the students are in secondary school they have often had some tutoring experience in school or at home. It is useful to embellish these experiences.

However, it must be noted that with each additional training session, it becomes more and more apparent that the tutors just want to get started. And, as we all know, on-the-job training can be very effective.

**Tutoring Sessions**

The content and format of tutoring sessions vary widely. However, below are offered some rules of thumb. Tutoring sessions should open and close with a bit of cordiality. Courtesies, like routines, make for smooth transitions. Thirty minutes or less seem to be about the right amount of time for one to one tutoring, before a break or change of pace. Breaking-up sessions with three or four activities help maintain tutor and tutee interest. Also, activities should be designed to keep both tutor and tutee busy and interacting. Tutoring folders, baggies or tubs help the distribution and collection of materials. It also gives the tutors something to hold on to. Similarly, tutors and tutees like to find work in the same place each time. No matter how task-oriented a program may be, it should be remembered that tutors and tutees are creatures of habit and affection.

Once a session is underway, and the tutors are working alongside their tutees, the teacher steps into the role of facilitator. As in cooperative learning, the teacher is to support instruction, not lead it. A focus on praise, simple suggestions and instructional options moves along a tutoring session.

This posture builds the alliance between teacher and tutor that is so important to the dynamic that drives peer tutoring programs. It is most delightful to play this role of instructional accomplice.

Though peer tutoring as an instructional strategy solves more discipline problems than it creates, problems between tutors and tutees do occur. Even though peer tutoring can help some students out of academic and social stagnation, it is not a wonder
drug. Beyond the issue of student conduct lie several issues pertinent only to peer tutoring.

Tutor/tutee compatibility, confidentiality, the alliance between tutor and teacher, and student participation are the issues that surface during the course of the peer tutoring program. If tutor/tutee compatibility seems to be an issue, consider reassigning the tutor and tutee. The teacher must make it very clear that tutors may not draw comparisons between tutees during tutoring sessions. Though the discussion of a tutee's progress may be important during a feedback session, put-downs or ranking are clearly out of line. Developing the alliance between tutor and teacher is so important to the dynamics that drive a program.

A teacher should avoid reprimanding a tutor in front of a tutee and avoid taking sides between a tutor and a tutee. Facilitating the resolution of problems between them is more desirable. Sometimes, it is best if a teacher decides that the tutoring session should discontinue. This often proves to very effective. The decision that a student should not participate in a program is a more serious matter. When facing this final option, the teacher needs to take several issues into consideration. Remember, peer tutoring is a quality educational experience that appeals to almost all students and has a special application for those students who have a low self-esteem. Secondly, students have the right to be treated with dignity. If all else fails the facilitator can help the tutor decide to leave the program.

**Feedback Sessions**

As a program develops through a year, the teacher and the tutors need to get together on a regular basis. The tutors need further guidance and direction. The teacher needs to assess the tutors' perception of the on-going program. Hence, the feedback sessions are an important way to monitor a program's progress. At a more immediate level, the goal of the sessions is to improve the quality of instruction offered to the tutees. To achieve this goal, the teacher reviews lesson content, shares insights about instruction, validates tutors' concerns, and helps tutors solve the problems they face. However, the sophisticated educator that manages a peer tutoring program and runs the feedback sessions has other items on the agenda beside program monitoring and lesson delivery. The academic and social growth of the tutors themselves is often most apparent during feedback sessions. Hence, molding the tutors' feelings and perceptions of the tutoring experience is a primary focus of the feedback sessions. First, the dynamic of peer tutoring from the tutor's point of view must be understood.
The admiration and respect that a tutor receives from the tutee builds confidence. The sincere appreciation of a teacher for a job well-done gives purpose within the school environment.

The progress of a tutee lends pride to a tutor. The insights gained about learning by the tutors themselves fortifies their own learning process. Finally, the non-competitive nature of peer tutoring affords many tutors the opportunity to flourish emotionally. A teacher aware of these tutoring dynamics uses the feedback sessions as a forum for tutor growth. As tutors share their successes and problems during feedback sessions, the teacher has innumerable opportunities to praise creativity, self-control, persistence and responsibility. During the presentation of tutoring lessons, tutors review old concepts and practice their application skills. Role-playing problems encountered during tutoring sessions help tutors develop problem-solving skills. Discussions about the tutees lead tutors to make realizations about individual differences. Tutors form their own support group, especially in high school. They become advocates for and model solid and responsible decision making.

Clearly, peer tutoring stimulates a high and enthused level of mental and emotional involvement. Feedback sessions offers an educator excellent opportunity to bring it all to the surface.

**Evaluation**

Evaluation of the tutor is part of the ongoing interaction process between tutor and tutoring coordinator or teacher. Involving the tutors coming to agreement on the grade, especially in secondary school, helps them to self-evaluate and think critically. Students come to tutoring with varying aptitude and abilities. Therefore evaluating tends to be an individualized item. Criteria involved is often in two categories. Ability and attitude on the job can be seen as the affective category. On task, punctual and responsible can be viewed as the vocational category. The importance of either will vary from primary to secondary school.
The junior or senior high school tutor is often given a semester grade on his transcript. This can be done as a pass/fail basis or letter grade. This provides an excellent avenue of growth for the tutors to self-evaluate based on criteria established with teachers, tutees and coordinator.

Evaluating a total program is a complex process that involves checking for success, gathering information for future modification, and documenting the nature and effect of the program. Some funded programs use test results or elaborate surveys to determine their level of success. Most programs are unable to take advantage of that kind of "empirical" evaluation. As proponents of peer tutoring we must be content to stand on a history of proven success. As a vehicle for change, evaluation is invaluable to all programs.

Teachers and students need a forum to discuss their opinions and suggestions about how the program is doing and could be changed. Personal interviews, group meetings and surveys or questionnaires from the network assist most evaluations. Peer tutoring programs seem to change in size and configuration from year to year. Often this is due to staffing changes.
Components of a Successful Peer Tutoring Program

1. Tutors have a structured and prescribed lesson format.

2. Classroom teachers define objectives based on classroom curriculum.

3. Teachers select tutoring content carefully and see that it is mastered by students.

4. Frequency of tutoring lessons is given careful consideration.

5. Systematic training is essential to an effective tutoring program.

6. Tutors have regular opportunities to dialogue with teachers and fellow tutors about successes and problems.

7. Tutors are recognized as integral parts of the total school program.

The fit between a tutoring program and the larger school program is the other variable. Negotiating the fit is often a prime task for a peer tutoring coordinator. Program evaluation is an important part of that negotiation. To consider the worth of a program is an important part of the evaluation process not to be forgotten. Year-long documentation is part of that process. Papers, forms, essays, photos, and video tapes should be saved as a year progresses. These samples offer evidence of success.
MODEL SELECTION

Introduction

Though each peer tutoring program has its own thrust and structure, programs tend to fall into three categories:

1. The Lab
2. The Agency and
3. The Partnership

Blends and combinations of these three types of programs are common. However, conceptualizing the options should make the decision-making process easier. The basic difference between the Lab, the Agency and the Partnership is structural. In the Lab, tutors and tutees are assembled in one classroom to work together. The Agency trains the tutors and then disperses them to the classrooms of interested teachers. In the Partnership, two classes pair up as tutors and tutees. Advantages and disadvantages can be found in each of the three options.

The structure and thrust of a program interrelate to determine the roles of teacher, tutor and tutee. In addition, it must be mentioned, that in spite of the dramatic differences between the secondary and elementary environments, peer tutoring program structures are very similar.

The Lab

Often an alternative “pull-out” program, the lab uses one-to-one tutoring instead of guided group instruction. The teacher coordinator manages the program ensuring quality tutor/tutee interaction, while monitoring the pace of each tutee through a skills-based continuum. A commercially prepared computer program that originated in Vancouver, Washington, exemplifies this model. Helping One Students To Succeed (HOST), offers a software package that helps a tutor coordinator monitor the progress of each tutee. HOSTs also suggests using parents and community volunteers as tutors. This program has operated in Oakland at several schools. For years, an after school tutoring lab has been in place at Claremont Middle School in North Oakland. Run by a teacher, paid out of special funds, the program is an intervention strategy for those students on academic probation. The tutors are volunteers from the school. A similar community based program is housed at the Manzanita Recreation Center and coordinated by Lucella Har-
rison. It pays Junior and Senior High Students minimum wage to help elementary students who are having problems in Mathematic or Language Arts.

The lab is a proven and wide-spread approach used to remediate students with academic problems.

Anita McDonald managed a peer tutoring program at Frick Junior High School for years. Operating in a “lab” setting, ninth graders earn class credit tutoring seventh and eighth graders in core subject areas. The program was so successful that many of the seventh and eighth graders became tutors once they graduated to the ninth grade. Clearly the close supervision and training offered by Anita McDonald was an effective way of reaching students.

The strength of this kind of program lies in the teacher who coordinates the program inside a single classroom. A large number of students can be circulated through such a lab. The teacher has the opportunity to work with a range of students either as tutors or as tutees. The “pull-out” stigma is dampened by the form that instruction takes inside the lab. Student behavior improves because of the one-to-one attention received by the tutee. The only drawback of this kind of program is the cost of the certificated teacher. However, a Stanford study (Levin, et al 1984) indicated that peer tutoring is more cost-effective than computer-assisted instruction or class-size reductions. Clearly, the lab is a peer-tutoring option worthy of consideration.

The Agency

Probably the easiest kind of peer tutoring program to implement, the agency assembles, trains and distributes tutors to interested teachers. Supplying capable students to teachers who know how to use an extra pair of hands is at the heart of this kind of program. Once the tutors have been selected, trained and distributed, the programs are generally self-propelled. The role that these peer tutors play in the classroom depend in a large part on the receiving teacher. Typically, tutors help individual students run a small group through an activity or help the teacher as a secretary. A peer tutoring committee at Fruitvale and May Stevens at Franklin Elementary has offered this service to their school for years. The High School equivalent of this kind of program takes the form of an elective course credit under the umbrella of “Inside Work Experience.” It proves to be a wonderful outlet for those students with leadership and nurturing tendencies. Programs of this kind are presently in place at Dewey and Tech. At Continuation High School, Steven Falk encourages students to gain independent study peer tutoring
semester credit toward graduation. In two or more of their academic classes they arrange with the teacher to tutor one or more students. Prior to the high school proficiency tests tutors focus on helping those students who have not passed those tests.

The Partnership

The partnership offers the regular classroom teacher the opportunity to involve their students in a peer tutoring program. At the elementary level, typically, an upper and lower grade teacher pair up their students for tutoring instruction. Students are often matched one-to-one for an entire year. Becky Cohen-Vargas and Maximino Velez at La Escuelita pair up their classes for common units of study. Part of each unit includes the tutors working on a project with the tutees. At Lazear Elementary, Mary Tischman’s 4th graders tutor with Ben Smith’s first graders three times a week for a ½ hour each day on Reading and Math skills. The advantage of this kind of program is that scheduling, curriculum and space problems are resolved independently by the two teachers working together.
Implementation Packet

The forms on the following pages are here as examples. Feel free to use them. Edit and augment as needed for your particular situation.
## Assessment Profile for Implementation

Rate yourself along the numerical scale of 1 - 5 according to the leading indicators listed below. Five is the highest. Compute your total score and consult the chart on the next page. (This assessment has not been field tested.)

<table>
<thead>
<tr>
<th>1. Personal commitment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Experience with tutoring</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Knowledge of peer tutoring</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Persuasive abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Faculty receptivity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Principal receptivity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Community receptivity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Scheduling flexibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Space availability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Funding availability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Score: __________________
## Implementation Readiness Chart

Compare your total score on the left to the direction given at the right.

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 15</td>
<td>With this low score you should not consider implementing a peer tutoring program at your school.</td>
</tr>
<tr>
<td>15 - 25</td>
<td>Before you consider implementing a peer tutoring program at your school, you should find a colleague at your school with a higher score.</td>
</tr>
<tr>
<td>25 - 35</td>
<td>With this score you can consider implementing a peer tutoring program at your school. But, you should move slowly and carefully.</td>
</tr>
<tr>
<td>35 - 45</td>
<td>You are ready to implement or expand your peer tutoring program. It will be a success.</td>
</tr>
<tr>
<td>45 - 50</td>
<td>You should be a part of the district-wide tutoring network and sharing your expertise with other educators.</td>
</tr>
</tbody>
</table>
Common Peer Tutoring Goals

1. To accelerate academic achievement.
2. To promote social maturation.
3. To raise self-esteem.
4. To develop in students an appreciation of individual and cultural differences.
5. To prepare students for future employment.
6. To develop in students the sense of purpose and responsibility necessary for active participation in a democratic society.
Components of a Successful Peer Tutoring Program

1. Tutors have a structured and prescribed lesson format.

2. Classroom teachers define objectives based on classroom curriculum.

3. Teachers select tutoring content carefully and see that students master it.

4. Frequency of tutoring lessons is given careful consideration.

5. Systematic training is essential to an effective tutoring program.

6. Tutors have regular opportunities to dialogue with teachers and fellow tutors about successes and problems.

7. Tutors are recognized as integral parts of the total school program.
**Implementation Calendar**

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Committee Formation</td>
</tr>
<tr>
<td></td>
<td>Model Selection</td>
</tr>
<tr>
<td></td>
<td>Scheduling</td>
</tr>
<tr>
<td></td>
<td>Course Credit</td>
</tr>
<tr>
<td>October</td>
<td>Tutor Selection</td>
</tr>
<tr>
<td></td>
<td>Tutor Training</td>
</tr>
<tr>
<td></td>
<td>Tutee Selection</td>
</tr>
<tr>
<td>November</td>
<td>Program Implementation</td>
</tr>
<tr>
<td></td>
<td>Initial Feedback Sessions</td>
</tr>
<tr>
<td>December</td>
<td>Assessments and Adjustments</td>
</tr>
<tr>
<td>January</td>
<td>Recommitment</td>
</tr>
<tr>
<td></td>
<td>Introduction of Innovations</td>
</tr>
<tr>
<td></td>
<td>Semester Evaluation</td>
</tr>
<tr>
<td>February</td>
<td>Program Appreciation</td>
</tr>
<tr>
<td></td>
<td>Introduction of New Curriculum</td>
</tr>
<tr>
<td>March</td>
<td>Program Fanfare</td>
</tr>
<tr>
<td>April</td>
<td>Hiatus for CTBS</td>
</tr>
<tr>
<td>May</td>
<td>Resumption of Program</td>
</tr>
<tr>
<td></td>
<td>Termination</td>
</tr>
<tr>
<td></td>
<td>Year-end evaluation</td>
</tr>
</tbody>
</table>
PEER TUTORING PROGRAM
Questions and Answers

The following are some of the questions that peer tutoring coordinators have been asked. Here are some ways these questions have been answered. (See Public Relations section of the text.)

**Question:** Aren’t these tutors losing valuable classroom instruction?

**Answer:** Some students only tutor outside of the class time. For example, some programs are before or after school. At the secondary level tutoring often is a class or independent study offering students high school credit towards graduation. If students actually miss instruction while they are tutoring, it is the teacher’s responsibility to help tutors receive the instruction in another way. Of course, many students who are tutors have proven that they can keep up in their classroom work and that is why they were selected as tutors in the first place. Students who are tutors grow academically and socially faster than those students who were left behind in the classroom receiving more conventional forms of instruction.
Question: How can students know how to teach?

Answer: From one perspective, a tutor is a tool of a sophisticated teacher. It is the teacher behind each tutor that makes for the effective interaction between a student and a tutee through the material. Student tutors have two distinct advantages as instructors as compared to a teacher. Tutees are enchanted with older peers and want to listen to them. Also, tutors, because they are closer to the learning process, are able to convey meaning at a different level than adults. Teachers also don’t have the time to teach on a one to one basis very often. At the secondary level, given all the influential issues surrounding peer pressure, students often take in information best from their peers. These students are in ongoing training to know how to teach. Some people no matter what their age are just naturally good teachers.

Question: Who is watching over these kids?

Answer: A teacher. A paraprofessional. The teachers at the school will select, train and supervise the students as they work together. Parents, volunteers, paraprofessionals and teachers will be working together to make this program run smoothly.
**Question:** What research has been done to show that peer tutoring is an effective way of teaching children?

**Answer:** Under the War on Poverty, during the late 60's and early 70's an extensive peer tutoring flourished in New York City. A book called *Children Teach Children* by Alan Gartner, Mary Kohler and Frank Riessman (Harper & Row), outlines the programs success. A number of research projects were sponsored by the federal government. The most significant discovery is that the tutors benefit most, academically and socially, by participating in the program. A study by Stanford University School of Education (Cost Effectiveness of Four Educational Interventions, Levin H, Glass G and Meister G.: May 1984) compared 4 interventions to improve reading and math proficiencies. Peer tutoring proved to be significantly more cost effective than reducing class size, using computer-assisted instruction or increasing instructional time devoted to math and reading.
Program and Management Forms
The Peer Tutoring Program

Dear Interested Parent:

Cross-age tutoring has been at our school for years. This year we hope to expand and improve this part of our program. Many children are interested in participating either as tutors or as students. In order to be a tutor, 4th and 5th graders must apply, obtain permission from both teacher and parent, and then undergo an extensive training program. Throughout the year the tutors are given guidance and feedback on how to work effectively with their young tutees from K, 1st and 2nd grades. The actual tutoring takes place three times per week for about a half an hour each day. The whole program is conducted during regular class time.

Both tutors and students benefit by participating in such a program. Both “older” and younger “learn valuable social skills. It improves overall school climate. The younger students have a positive role model to imitate. Research has shown that the tutors often make surprising academic progress. The tutors also learn valuable questioning, sharing and evaluating skills.

If you are interested in your child participating in this program as either a tutor or a student, please fill out the form below.

Sincerely,

Cross-age Tutoring Coordinator

Child’s Name: ___________________________ Teacher: ___________________________

Parent’s Name: ___________________________

I wish my child to participate as a: _____ tutor: _____ tutee:

Parent’s signature: ___________________________ Date: ___________________________

Please return this form to the school. Thank you.
The Peer Tutoring Program

Dear Parents and Guardians:

Part of the services at our school now include a student tutoring program. A selected group of students from the fifth and sixth grade classes will be trained to assist teachers in helping individual students in a specific subject such as reading and math in the primary grades. The school feels it will be beneficial to the student tutors as well as to the primary children they help.

Each tutor will be assigned a specific time to report to a primary class on Monday through Thursday. The time of tutoring will be twenty minutes. We will be interested in your child’s growth during the period in which tutoring is taking place.

For evaluation purposes, each tutor and his teacher will complete a Self-Rating form before tutoring begins and again near the end of the year.

If you have any questions concerning your child’s work as a student tutor, please feel free to contact ____________________, at this telephone number:

Sincerely,

The Tutoring Committee

(Please tear off and return) ____________________

_________________________ has my permission to be included in the Tutoring Program at our school.

I understand this will involve a twenty-minute period in which my child will leave his class at an assigned time on Monday through Thursday. I also understand that my child will be given the Self-Rating form twice during the school year.

_________________________
Signature of Parent/Guardian

Date ____________________
PEER TUTORING PROGRAM
Application Form

Name __________________________ Date ____________
Teacher ________________________ Room __________

Directions: Answer the following questions.

1. What experience have you had as a tutor?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. Why do you want to be a tutor?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. What jobs have you had outside of school?
   ___________________________________________________
   ___________________________________________________

4. What do you do with your free time after school?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

5. What rewards or certificates have you received recently?
   ___________________________________________________
   ___________________________________________________
PEER TUTORING PROGRAM
Tutor Recommendation Roster

Date: ___________________ To: ___________________ From: ___________________

Please list those students you wish to participate in the tutoring program as tutors.

<table>
<thead>
<tr>
<th>Tutor Name</th>
<th>Grade</th>
<th>Room</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PEER TUTORING PROGRAM
Notification of Tutoring Assignments

Date _______________
To: __________________ From: __________________

Your tutoring assignment is as follows:
Tutee's Name: __________________ Grade: _____ Room: ______

Days ___________ Time ___________ Room ______
M T W Th F - _____________________
M T W Th F - _____________________

PEER TUTORING PROGRAM
Notification of Tutoring Assignments

Date _______________
To: __________________ From: __________________

Your tutoring assignment is as follows:
Tutee's Name: __________________ Grade: _____ Room: ______

Days ___________ Time ___________ Room ______
M T W Th F - _____________________
M T W Th F - _____________________
PEER TUTORING PROGRAM

Tutorial Agreement

Date ______________________

I, ________________________, understand that being a tutor is a privilege.

I will do my best to:

Keep my schedule
Be patient and friendly
Remember to praise and encourage my tutee
Inform the Project Director and the teacher of any changes to my schedule
Attend tutoring meetings

I understand my tutoring privilege will end if:

Classwork is judged unsatisfactory by my teacher
Unacceptable behavior results
The tutee and tutor are not able to work together (reassignment is considered)
Too many tutoring sessions are missed

Tutor's signature: ______________________

Program Director: ______________________

Date signed: ______________________
PEER TUTORING PROGRAM
Tuttee Remediation Checklist

Date: ____________________

Tuttee Name ____________________ Grade __________

Teacher ____________________ Room __________

Please, check no more than five areas for remediation.

<table>
<thead>
<tr>
<th>READING</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet</td>
<td>□ Numbers</td>
</tr>
<tr>
<td>Letter sounds</td>
<td>□ Counting</td>
</tr>
<tr>
<td>Beginning sounds</td>
<td>□ Writing of numbers</td>
</tr>
<tr>
<td>Ending Sounds</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>□ to 10</td>
</tr>
<tr>
<td>Medial</td>
<td>□ to 20</td>
</tr>
<tr>
<td>Blends</td>
<td>□ Column</td>
</tr>
<tr>
<td>Syllabication</td>
<td>□ Carrying</td>
</tr>
<tr>
<td>Rhyming</td>
<td>□ No carrying</td>
</tr>
<tr>
<td>Contractions</td>
<td>□ Subtraction</td>
</tr>
<tr>
<td>Dolch words</td>
<td>□ to 10</td>
</tr>
<tr>
<td>Antonyms</td>
<td>□ Regrouping</td>
</tr>
<tr>
<td>Homographs</td>
<td>□ No regrouping</td>
</tr>
<tr>
<td>Suffixes</td>
<td></td>
</tr>
<tr>
<td>Prefixes</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>Details</td>
<td>□ Simple</td>
</tr>
<tr>
<td>Main ideas</td>
<td>□ Compound</td>
</tr>
<tr>
<td>Following directions</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td></td>
</tr>
<tr>
<td>Fact and reality</td>
<td></td>
</tr>
<tr>
<td>Other: ________________</td>
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<td>□ Library indexing</td>
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PEER TUTORING PROGRAM
Daily Sign in Sheet

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<th>TIME-OUT</th>
<th>DATE</th>
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PEER TUTORING PROGRAM
Tutor Feedback Sheet

Tutor’s Name ___________________________ Date ___________________

Teacher ___________________________ Room ___________________

Directions: Answer the following questions. It will help make the program better.

1. What do you like best about tutoring?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What bothers you most about tutoring?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Do you have any suggestions about the tutoring program?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Do you still want to tutor and why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

50
PEER TUTORING PROGRAM
Notification to Teacher of Tutor and Tutee Assignments

Date ___________________

To: ___________________ From: ___________________

<table>
<thead>
<tr>
<th>Tutor Names</th>
<th>Tutee Names</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
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<td>15.</td>
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<td>M T W Th F</td>
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PEER TUTORING PROGRAM
Teacher Evaluation of Peer Tutoring Program

Date: ___________________ Teacher’s Name (optional): ___________________

How much help have the tutors been to your students?

Much    Some    Little

What specific positive feelings do you have about cross-age tutoring?

____________________________________________________________________________

What specific improvements need to be made in this program?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Other comments or suggestions:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
PEER TUTORING PROGRAM
Program Feedback Sheet

Teacher’s Name (optional) __________________________ Date __________________

Directions: Fill out the form and return to: __________________ by: _______________

1. What aspect of the program worked best for you?
   __________________________

2. What aspect of the program should be eliminated?
   __________________________

3. Do you have a suggestion about changing a specific aspect of the program?
   __________________________

4. Do you wish to change your commitment or involvement with the program in any way? Be specific.
   __________________________

5. Other comments:
   __________________________

   __________________________

   __________________________

   __________________________
PEER TUTORING PROGRAM
Tutor Self-evaluation Form

Tutor’s Name: __________________________ Date: __________
Teacher’s Name: __________________________ Room: __________

Directions: Please, answer these questions to help us improve next years programs.

1. What positive feelings about peer tutoring do you have? __________________________

2. What problems did you have as a tutor? __________________________

3. What did you like about your tutee(s)? __________________________

4. What didn’t you like about your tutee(s)? __________________________

5. What was easiest about peer tutoring? __________________________

6. What was hardest about peer tutoring? __________________________

7. What part of the peer tutoring program should not be changed? __________________________

8. What suggestions for changes do you have for the peer tutoring program? __________________________
PEER TUTORING PROGRAM
Teacher Evaluation of Tutor

Date

Tutor's Name Room

Teacher's Name Room

Please rank the tutor(s) in the following areas. Ranking by 1 - 4, with 1 the highest.

1. The tutor was regular in attendance
2. The tutor was on time for sessions
3. The tutor had a good relationship with his/her student
4. The tutor showed enthusiasm
5. The tutor used positive reinforcement
6. The tutor used negative reinforcement
7. The tutor showed good model behavior
8. The tutor cooperated with you, the classroom teacher
9. The tutor followed directions
10. The tutor used his/her initiative in tutoring
11. The tutor involved his/her student in the lesson
12. The tutor gave clear directions

Comments in general:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PEER TUTORING PROGRAM
Tutee Profile

Name: ___________________________ Date ______
Teacher __________________________ Room ______

DIRECTIONS: Rate your tutee according to each scale. Add up the score. Compare the results with other tutors at our meetings. How easy is your tutee to teach?

<table>
<thead>
<tr>
<th>SCALE # 1</th>
<th>1 - Shy</th>
<th>2 - Quiet</th>
<th>3 - Nice</th>
<th>4 - Friendly</th>
<th>5 - Outgoing</th>
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<tbody>
<tr>
<td>SCALE # 2</td>
<td>1 - Distracted</td>
<td>2 - Wiggly</td>
<td>3 - Nervous</td>
<td>4 - Calm</td>
<td>5 - Attentive</td>
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<td>SCALE # 2</td>
<td>1 - Mean</td>
<td>2 - Angry</td>
<td>3 - Sad</td>
<td>4 - Happy</td>
<td>5 - Helpful</td>
</tr>
<tr>
<td>SCALE # 2</td>
<td>1 - Bored</td>
<td>2 - Uninterested</td>
<td>3 - Playful</td>
<td>4 - Interested</td>
<td>5 - Curious</td>
</tr>
<tr>
<td>SCALE # 2</td>
<td>1 - Messy</td>
<td>2 - Careless</td>
<td>3 - Busy</td>
<td>4 - Neat</td>
<td>5 - Artistic</td>
</tr>
</tbody>
</table>

TOTAL SCORE: ___________________________
Tutor Training Module
PEER TUTORING PROGRAM
Tutor Training

First Day
Who I am and who are you?
Why are you here?
What is cross-age tutoring?
Who are the students you will be working with?
Fill out Cross-age Tutoring Information Sheet.

Second Day
What is reinforcement?
What are you reinforcers?
How do you use positive reinforcement with role playing on chalkboard.
Review reinforcers

Third Day
Play reinforcement games
Role play—using negative approach
How to deal with negative behavior
Ignore—catch youngster being good
Reinforce past success
Teach contingency management

Discuss Tutor Information sheet and Self-Rating assignments
PEER TUTORING PROGRAM

Objective

Students will gain awareness in anticipating typical tutorial problems and increase skills in management techniques, interaction with tutees, and more competent outcomes.

A. Situation

You and your tutee have determined that he must complete a specific class assignment and turn in by specified date. You have already done this work, been graded and credited. The teacher has returned your work to you.

B. Issue

Your tutee says, “Man, let me just copy yours.”

C. Responses

1. “Okay, that won’t take long, go for it.”
2. “Let me help you find this info.”
3. “I’ll let you read it but you cannot copy it.”
4. “That is cheating. Don’t ask me to cheat.”
5. “Just put down anything. This stuff is not too important anyway.”
6. “Let’s ask the teacher how to do this.”

D. Hold discussion, sharing responses.

E. Individually write (three sentences maximum) a consensus statement.

F. Evaluate this meeting/unit.

Utilize the thermometer chart and consider the following:

Was this useful to you?

Did you learn something about tutoring? yourself? your tutee?
PEER TUTORING PROGRAM
Self-portrait

Tutor's Name ___________________________ Week of: ___________________________
Teacher ___________________________ Room ___________________________

Directions: Answer the following questions to get a sense of yourself.
Compare your answers to a friend’s answers.

1. Who in your family are you most like? How are you alike?

2. How do you feel about the jobs you do at home?

3. During recess what things do you usually do?

4. What does your teacher notice about you?

5. What makes people like you?

6. How do you feel about being a peer tutor?
PEER TUTORING PROGRAM
From Hello to Goodbye

Tutor's Name __________________________ Date __________________
Teacher __________________________ Room __________________

Directions: Use the following hints to help a tutoring session go smoothly.

1. Greet your tutee with a smile. Have a little chat before getting to work.

2. Sit next to the tutee so that you face the work together.

3. Explain to the tutee carefully each assignment.

4. Praise the tutee often.

5. Keep your work space neat during the lesson.

6. Use humor and affection to motivate your tutee.

7. Ask for help from a teacher if something is not going well.

8. Keep the tutee busy.

9. Change the activity if the tutee gets tired.

10. Talk to the tutee about how the session went.
    Look forward to the next session. Say good-bye with a smile.
PEER TUTORING PROGRAM
The Teacher - The Tutor

Tutor’s Name ___________________________ Date ________________________
Teacher _______________________________ Room ________________________

Directions: Answer these questions in preparation for a group discussion.

1. In your opinion, what is a tutor’s job?

2. How are teachers and tutors alike?

3. How are they different?

4. What can teachers do that tutors can’t?

5. What can tutors do that teachers can’t?

6. Why do you think you will enjoy tutoring?

7. What concerns do you have about becoming a tutor?
Managing a Tutee

Tutor’s Name ___________________________ Week of: ___________________________
Teacher ___________________________ Room ______________

Directions: Review these steps to keep a tutee on task.

Role play the parts of tutor and inattentive tutee.

Steps to Success

1. Praise good behavior.

2. Try friendliness.

3. Ask for cooperation.


5. Repeat an instruction.

6. State your own feelings to the tutee and explain them.

7. Tell the tutee you will get help from the teacher.

8. Get help from the teacher.

Remember tutees want to please you.
PEER TUTORING PROGRAM
Classroom Observation

Tutor's Name ___________________________ Week of: ______________
Teacher ___________________________ Room ______________

Directions: Visit a classroom and listen to the teacher. Write down eight communications the teacher makes. Meet with your teacher later and label the communications.

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<th>Label</th>
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PEER TUTORING PROGRAM
Tutee Interview Form

Tutee’s name: ___________________________ Teacher ___________________________

Tutor’s name: ___________________________ Room ___________________________

Directions: Interview a perspective tutee. Write down answers and discuss the interview later.

1. What is your favorite thing to do after school?

2. What is special about your best friends?

3. What do you like best about school?

4. What do you want to do when you grow up?

5. What is your favorite story?

6. What makes birthday parties fun?

7. What would you do if you had lots of money?

8. Who makes you very happy?

9. What is your favorite game?

10. Where do you like to go for vacation? Why?
PEER TUTORING PROGRAM
Keys to Success

Tutor’s Name ___________________________ Date __________________
Teacher _______________________________ Room ________________

Directions: Study these “Keys to Success.” Decide which ones are most important. Discuss your point of view with your fellow tutors.

“READY”
1. Have lesson plans in the three-ring binder.
2. Have all materials needed in the tutor box.
3. Be on time.
4. Wear a smile when entering the classroom.
5. Locate the best available spot away from distraction.
6. Have in mind that day’s lesson plan.
7. Respond to the tutee’s mood.
8. Let the tutee know what the plans are for that day.

“POSITIVE”
1. Know your value as a teacher.
2. Spend a minute or two at the beginning of tutoring saying “hello.”
3. Use “Positive Teacher Responses, to correct and incorrect answers.
4. Reward tutee with fun activities, points or tokens.
5. Be affectionate.

“CLEAR”
1. Use short, direct statements when control is desired.
2. Keep the tutee busy.
3. Change activities to keep up the attention.
4. Use eye-contact, tutee’s name and touching to gain attention.
5. Be serious.
6. Wait for one minute quietly with arms folded.
7. Take tutee to teacher and state problem.
8. Leave the tutee with the teacher and try again the next day.
PEER TUTORING PROGRAM
Tutor Lesson Plan I

TUESDAY
1. Hello. Review the schedule. Ask “What have you done in school already today?”
2. Poem. Title _____________________Read it to the tutee. Ask questions about it.
3. Tutor gives hints for words that begin with “b.” Tutee guesses.
4. Patterning. Tutor draws a pattern then tutee continues it.
   XOX0X0X0X0 11—11—11— /VW/VW/VW oo__oo___oo___
5. Counting. Starting at different numbers, have tutee count forwards and backwards by ones: 6, 20, 15, 74, 79, 31, 8 1.

WEDNESDAY
1. Hello. Review the schedule. Ask “What did you like about tutoring yesterday?”
2. Poem. Help tutee memorize the poem by chanting and breaking it into parts.
3. Tutor gives hints for words that begin with “d.” Tutee guesses.
4. Measurement. Use finger-widths to measure objects in tutor box.
5. Counting. Ask tutee to guess the number of different objects in the classroom. Use chairs, girls, tables, boys, pictures, lunches and coats. After each guess have tutee count for accuracy.
6. Heads or tails.

THURSDAY
1. Hello. Review the schedule. Ask “What would you like me to teach you?”
3. Tutor gives hints for words that begin with “f.” Tutee guesses.
4. Patterning. Tutor draws a pattern and tutee continues it.
   lxlolxlolxlol 888^88*888*88 ///::://::://::://:
5. Geometry. Have tutee point out and count the objects in the room that are circles, squares, rectangles and triangles.
PEER TUTORING PROGRAM
Tutor Lesson Plan II

Tutor’s Name ____________________________ Week of: ______________________
Teacher ____________________________ Room _________

TUESDAY
1. Hello. Review the schedule. Say “I enjoyed tutoring you last week.”
2. Storytime. Title: _________________. Read the story and ask a few easy questions at the end.
3. Tutor gives hints for words that begin with “h.” Tutee guesses.
4. Counting by 2’s forwards and backwards to 20. Have the tutee say the ABCs saying every other letter.
5. Patterning. Make-up patterns using quiet clasps, snaps and slaps. Once again, tutor shows the pattern then tutee copies.
6. Pater, rock and scissors.

WEDNESDAY
1. Hello. Review the schedule. Ask “What do you like about your teacher?”
2. Storytime. Read over the tutee’s favorite part of the story. Act it out quietly.
3. Sentence unscrambling. Make-up five sentences. Mix up the words. Ask the tutee to put the sentences together again.
4. Measurement. Use hand spans to measure chairs, tables, etc. Tutee must guess length before measuring.
5. Counting by 10’s forward and backward to 100. Try counting by 20’s to 200 and back.
6. Heads or tails.

THURSDAY
1. Hello. Review the schedule. Ask “who is your best friend in your class?”
2. Storytime. Read three short parts of the story. Ask “Which part was in the beginning?”
3. Sentence unscrambling.
5. Counting. Teach tutee to count by odd numbers.
PEER TUTORING PROGRAM
Tutor Lesson Plan III

Tutor's Name ___________________________ Week of: _______________________
Teacher ___________________________ Room __________

TUESDAY

1. Hello. Review the schedule. "Say "I liked last week when we _________________."
2. Storytime. Title: _________________. Ask a few questions at the end of the story.
3. Dictation by category: Vegetable, vehicles, jobs and cereals.
5. Measurement. Use unifix cubes to measure objects in tutor box.
6. Dot-to-dot.

WEDNESDAY

1. Hello. Review the schedule. Ask: "What have you already done in school today?"
2. Storytime. Start to reread the story from yesterday and ask the tutee to fill in words that you leave out as you go along.
3. Dictation by category: Containers, monsters, emotions, and sports.
4. Measurement. Find objects in the room that are longer than five unifix cubes but shorter than ten.
5. Counting. Have tutee count by odd numbers starting at these numbers:
   
   7, 21, 39, 15, 13 and 1.

6. Heads or tails.

THURSDAY

1. Hello. Review the schedule. Say "I like you as a tutee because_______________________."
2. Storytime. Reread the ending of the story. Ask "What do you think could happen next?"
3. Tutor gives hints for words that begin with "1." Tutee guesses.
6. Additive drawing: different flowers in a vase.
PEER TUTORING PROGRAM
Tutor Lesson Plan IV

Tutor's Name __________________________ Week of: ______________________
Teacher ______________________________ Room ______________________

TUESDAY

1. Hello. Review the schedule. Tell a short story about you as a kindergartner.
2. Storytime. Title: ____________. Ask what happened in the beginning, middle and end of the story.
3. Tongue twisters. Have tutee memorize “Sally sold sea shells by the sea shore” and “Peter Piper picked a peck of pickles.”
6. Paper, rick and scissors.

WEDNESDAY

1. Hello. Review the schedule. Make a compliment about the tutee’s appearance.
2. Tongue twisters. Tutor and tutee make-up their own tongue twister.
3. Dictation by category: Flowers, rooms, cities, and fruits.
4. Count by 10’s forward and backward to 100. Try counting by 20’s forward and backward to 200.
5. Over the Fence. Use sums of 5, 6, 7, and 8.

THURSDAY

1. Hello. Review the schedule. “Ask “What was your favorite birthday present.”
2. Tongue twister. Help tutee make-up a tongue twister on their own. Then illustrate it together.
3. Sentence unscrambling.
4. Patterning. Make “circle patterns” that start in the middle and go out

   0(0)(0)(0)(0)(0)  //b//b//bd//d//d// -HHH-HH-H-HH-HHH

5. Measurement. Use ruler to measure objects from tutor box.
6. Dot-to-dot.
PEER TUTORING PROGRAM
Tutor Lesson Plan V

Tutor’s Name __________________________ Week of: __________________________

Teacher __________________________ Room ________

TUESDAY

1. Hello. Review the schedule. Ask “What are some of your habits?”
2. Poem. Read it and say it together.
3. Tutor gives hints for words that begin with “M.” Tutee guesses.
4. Counting by 3’s to 30. Use sums of 5, 6, 7, and 8.
5. “Knock-knock jokes.”

WEDNESDAY

1. Hello. Review schedule. Ask “Do you know a quiet game that you could teach me?”
3. Tutor gives hints for words that begin with “P.” Tutee guesses.
4. Measurement. Tutor and tutee guess the perimeter of different objects on a piece of string. They compare their guesses by measuring each object with the string.
5. Geometry. Tutor draws different squares, rectangles and triangles on graph paper. Tutee uses ruler to draw lines to cut shapes in half.
6. Play “Pattie cake.”

THURSDAY

1. Hello. Review schedule. Ask “Do you know a quiet game that you could teach me?”
3. Tutor gives hints for words that begin with “P” performance.
5. Geometry. Count the number of sides on ten small objects.
   Ask “What is the shape on this side?”
6. Dot-to-dot.
PEER TUTORING PROGRAM
Tutor Lesson Plan VI

Tutor's Name ___________________________ Week of: ___________________________

Teacher ___________________________ Room _____________

TUESDAY

1. Hello. Review the schedule. Tell what was enjoyable about tutoring last week.
3. Rhyming words: cat, ball, read, shoe, star, boat, light, cup.
5. Computer game. Function equals “plus one.”
6. Additive drawing: the playground at recess.

WEDNESDAY

2. Shadow puppet play. Make-up a problem for the characters to solve. Think up a birthday present. Finding a hiding place.
3. Tutor gives hints for words that start with “r.” Tutee guesses.
4. Over-the-fence. Use sums for 6, 7, 8, and 9.
5. Computer game. Function equals “minus one.”

THURSDAY

1. Hello. Review the schedule. Ask “What is your favorite toy?”
2. Shadow puppet play. Rehearse the play to perfection.
3. Rhyming words: seat, shell, scoot, drill, raccoon, cup, match.
5. Computer game. Function equals “beep at even numbers and hum at odd numbers.”
PEER TUTORING PROGRAM
Tutor Lesson Plan VII

Tutor's Name ____________________________ Week of: ____________________________

Teacher ____________________________ Room ____________

TUESDAY

1. Hello. Review the schedule. Ask “What did you do over the weekend?”
2. Storytime. Title: ______________ Ask a few questions at the end of the story.
3. Dictation by category: Colors, desserts, pets, and weapons.
4. Graph. Number of people in tutor’s and tutee’s families. To illustrate, use unifix-cubes and unifix-cube graph paper.
5. Computer game. Function equals “minus one, plus one.”
6. Paper, rock and scissors.

WEDNESDAY

1. Hello. Review the schedule. Ask “What do you usually do after dinner?”
2. Storytime. Read quotes from yesterday’s story. Ask “Who said that in the story?”
3. Tutor gives hints for words that begin with “s.” Tutee guesses.
4. Graph. Number of letters in tutor’s and tutee’s names. To illustrate, use unifix cubes and unifix-cube graph paper.
6. Heads or tails.

THURSDAY

1. Hello. Review the schedule. Make a compliment about the tutee’s classroom.
2. Storytime. Read quotes in a flat voice. Say “Make that quote come alive.”
3. Rhyming words: Blocks, jump, blast, flag, mug, salt, plate.
4. Finger math. Use sums of 6, 7, 8, and 9.
5. Patterning. Use body gestures: wave, nod, shrug, and smile.
6. Tutor draws a portrait of the tutee as a present.
PEER TUTORING PROGRAM
Tutor Lesson Plan VIII

Tutor's Name ___________________________ Week of: __________________

Teacher ___________________________ Room ___________

TUESDAY

1. Hello. Review the schedule. Tell what you did over the weekend.
2. Partner reading. Reader: ___________________________.
3. Dictation by category: furniture, insects, clothing, and illnesses.
5. Counting by 5's to 50, forward and backward.
6. Additive drawing: five monsters on a park bench.

WEDNESDAY

1. Hello. Review the schedule. Ask “What have you already done in school today?”
2. Partner reading. Reader: ___________________________
3. Rhyming words: stand, club, flirt, snake, cheap, name, seek.
4. Measurement. Trace objects on unifix-cube graph paper. Count the number of boxes that fit inside the outline.
5. Patterning. Draw the outlines of shirts. Decorate them with designs that are patterns: Stripes, plaids or prints.
6. Dot-to-dot.

THURSDAY

1. Hello. Review the schedule. Ask “What have you learned this week in your class?”
2. Partner reading: Reader: ___________________________
3. Tutor gives hints for words that start with “t.” Tutee guesses.
4. Hide and go seek. Use sums of 7, 8, 9, and 10.
5. Computer game. Function equals “minus one, minus two.”
PEER TUTORING PROGRAM
Tutor Lesson Plan IX

Tutor’s Name ___________________________ Week of: ______________________
Teacher _______________________________ Room ____________

TUESDAY
1. Hello. Review the schedule. Ask “What games do you usually play at recess?”
2. Storytime. Title: ________________. Ask “What was your favorite part and why?”
3. Dictation by characteristics: sticky, round, bright, and hollow.
4. Word problems: facts, happening, question and number sentence. Words to use: joined, collected, found, dropped, traded, lost.
5. Graph. Number of buttons on tutor’s and tutee’s clothing.

WEDNESDAY
1. Hello. Review the schedule. Ask “What is your favorite breakfast food? Why do you like it?”
2. Partner reading. Reader ________________________________.
3. Dictation by characteristics: smooth, tall, quiet, and yucky.
5. Measurement. Using an inch ruler measure each other’s hands, noses, head, feet, stomach, fingers.
6. Paper, rock and scissors.

THURSDAY
1. Hello, Review the schedule. Say “Yesterday you were smart when you…”
2. Partner reading. Reader: ____________________________________.
3. Tutor gives hints for words that start with “w.” Tutee guesses.
5. Graph. Tutor’s and tutee’s ages.
6. Cats cradle.
PEER TUTORING PROGRAM
Tutor Lesson Plan X

Tutor's Name __________________________ Week of: __________________________
Teacher __________________________ Room ________________

TUESDAY

1. Hello. Review the schedule. Ask "Who is your favorite relative? Why?"
2. Storytime. Title: __________________________. Ask "What surprised you in this story?"
3. Rhyming words: Wall, stood, flame, over, cave, switch, hand.
4. Tallying. Tutor tallies colors as tutee recites them. Share results and switch roles.
5. Computer game. Function equals "the number expressed in coins."
6. S.O.S.

WEDNESDAY

1. Hello. Review the schedule. Talk about your favorite toy and why you like it.
2. Partner reading. Header: __________________________.
3. Sentence unscrambling.
4. Tallying. Tutor tallies the names of tutee's relatives. Share results and switch roles.
5. Patterning. God's eyes on graph paper using crayons.
6. Read your tutee's palm. Only good fortunes!

THURSDAY

1. Hello. Review the schedule. Ask "Who in your family do you take after? How?"
2. Partner reading. Reader: __________________________.
3. Tutor gives hints for words that start with "y." Tutee guesses.
5. Computer game. Function equals "plus two, minus two."
6. Heads or tails.
PEER TUTORING PROGRAM  
Tutor Lesson Plan XI

Tutor's Name ___________________________ Week of: ______________________
Teacher ___________________________ Room _________

TUESDAY

1. Hello. Review the schedule. Ask "Who do you admire?"
2. Storytime. Title: _________________________.
4. Geometry. Ask the tutee to finish the other half of these pictures: Make-up more.
5. Tallying. Tutor tallies articles of clothing worn by tutee. Share results and switch roles.
6. Three, five, seven.

WEDNESDAY

1. Hello. Review the schedule. Ask "What kind of people do you like best?"
2. Dictation by characteristics: beautiful, heavy, dangerous, and old.
3. Opposites: tight, mean, soon, he, apart, sad, pull, spend, baby.
4. Word problems: facts, happening, question and number sentence. Words to us: uncovered, split, ate, spilled, rode by, stained.
5. Tallying. Tutor tallies girls while tutee tallies boys. Share results.
6. Origami: paper hat, boat or fish—no airplanes.

THURSDAY

1. Hello. Review the schedule. Tell a funny baby story. Ask tutee to share one, too.
2. Partner reading. Reader: _____________________________.
3. Rhyming words: sandals, bloom, reach, strip, guard, stamp, pray.
4. Hide and go seek. Use sums of 7, 8, 9, and 10.
6. S.O.S.
PEER TUTORING PROGRAM
Tutor Lesson Plan XII

Tuesdays
1. Hello. Review the schedule. Tell about a trick you played on a parent. Ask the
tutee to tell one also.
2. Partner reading. Reader: ____________________
3. Opposites: left, always, above, empty, exit, lower, nephew, thick.
4. Tallying. Tutor tallies tutee's favorite T.V. shows as tutee recites them. Share
results and switch roles.
5. Measurement. Recite the days of the week and the months of the year, forward
and back.

Wednesdays
1. Hello. Review the schedule. Ask "How do you help your parents?"
2. Storytime. Title: ____________________
3. Dictation by categories: beverages, aircraft, languages, and cartoon.
4. Crossing points. Use only two lines with the numbers up to 10.
5. Counting. Ask "What things come alone, in pairs, in threes and in fours?"
6. Paper, rock and scissors.

Thursdays
1. Hello. Review schedule. Ask "What new responsibility do you have at your
house?"
2. Additive story. Start with a caterpillar going for a walk.
4. Word problems: facts, happening, question and number sentence. Words to use:
sliced, mixed up, rented, stole, kissed, played.
5. Crossing points. Use two short and one long line with numbers up to 10.
6. Three, five, seven.
PEER TUTORING PROGRAM
Tutor Lesson Plan XIII

Tutor’s Name ______________________ Week of: __________________

Teacher ______________________ Room ___________

TUESDAY
1. Hello. Review the schedule. Ask “What are some of your habits?”
2. Partner reading. Reader: ____________________________
3. Rhyming words: flash, sour, print, trade, bee, glow, store.
4. Crossing points. Use one short and two long lines for numbers up to 10.
5. Geometry: See what interesting shapes you and your tutee can make out of 4, 5, 6, 7 and 8 straight lines.
6. Three, five, seven.

WEDNESDAY
1. Hello. Review the schedule. Say “Tell me about your dream vacation.”
2. Story time. Title: ____________________________ Ask “How was the problem solved in this story?”
3. Tutor gives hints for words that start with “she.” Tutee guesses.
4. Geometry: Tutor traces 7 circles. Tutee tries to cut them in half, thirds, fourths, fifths, sixths, sevenths, eighths.
5. Computer game. Function equals “minus one, minus two, minus three.”
6. Hangman. Use only two-letter words.

THURSDAY
1. Hello. Review the schedule. Ask “Do you have a nickname. How did you get it?”
2. Additive story. Start with a girl making her own breakfast.
3. Dictation by category: meats, vehicles, designs and toys.
4. Crossing points. Use one short, one medium and one long line for numbers up to 10.
5. Word problems: facts, happening, question and number sentence. Words to use: came, sold, gave, ruined, delivered, baked, traded.
6. S.O.S.
PEER TUTORING PROGRAM
Tutor Lesson Plan XIV

Tutor's Name ____________________________ Week of: ______________________

Teacher ____________________________ Room __________________

TUESDAY

1. Hello. Review the schedule. Ask "What can you remember that happened a long
time ago?"
2. Storytime. Title: ______________________. Say "Tell the story in order from
beginning to end."
3. Tutor gives hints for words that start with "ch." Tutee guesses.
4. Word problems: facts, happening, question and number sentence. Words to use:
flew, poked, drew, picked, loaned, dragged.
5. Measurement. Tutor times tutee in seconds. Switch roles. Try folding paper into 8
boxes, saying ABC's, balancing on tiptoes, holding both arms out straight.

WEDNESDAY

1. Hello. Review the schedule. Ask "What was the scariest thing that has ever
happened to you?"
2. Partner reading. Reader: ______________________.
3. Sentence unscrambling.
4. Crossing points. Use one short and two long lines for numbers up to 12.
5. Computer game. Function equals "plus one, plus two, plus three."
6. Hangman. Use only three-letter words.

THURSDAY

1. Hello. Review the schedule. Ask "Who is your favorite babysitter?"
3. Opposites: pleasant, under, clear, delicious, strange, brave.
4. Tallying. Tutor tallies the number of capital letters that have straight lines while
tutee tallies those with curved lines. Share results.
5. Patterning. Tutor draws a vertical striped pattern. To make a plaid, the tutee
draws a horizontal striped pattern over it. Switch roles.
6. S.O.S.
PEER TUTORING PROGRAM
Tutor Lesson Plan XV

Tutor’s Name ___________________________ Week of: ___________________________
Teacher ___________________________ Room ___________________________

TUESDAY
2. Partner reading. Reader: ___________________________.
3. Synonyms: little, jog, smell, tired, happy, look, pretty, said.
4. Computer game. Function equals “plus one, plus three.”
5. Geometry. Tutor and tutee fold pieces of paper 2, 3, 4, and 5 times in different ways. Open up paper and compare results.

WEDNESDAY
1. Hello. Review the schedule. Ask “What have you already done in school today?”
2. Storytime. Title: ___________________________. Ask “What part of the story would you like me to read again?”
3. Synonyms: smart, sour, rude, carry, throw, near, great, silly.
4. Crossing points. Use two short and one long line for numbers up to 12.
5. Counting. Review counting by 2’s to 20, and 5’s to 50, forward and backward.
6. Hangman. Use only three-letter words.

THURSDAY
2. Additive story. Start with a boy telling a lie to his sister.
3. Dictation by characteristic: flat, fast, sharp and sour.
4. Patterning. Tutor draws a pattern and tutee continues it.
   ABBCCDDEE  ZzYyXXWw  6 66 666 6666  A,BAB,CAABC
5. Finger math. Use sums of 7, 8, 9 and 10.
6. Paper, rock and scissors.