

## **Rationale:**

As part of our efforts to provide a better individualized educational opportunity to our students here at Hillcrest New Tech High, we would like to implement a peer tutoring program. According to research, students benefit as much or more from peer tutoring as compared to teacher instructed tutoring. Research also indicates that peer tutoring has many benefits, not only for the students who are being tutored, but for the student tutors as well. Some of the benefits to the students who are being tutored include improved self-confidence, academic achievement, attitudes toward school/subject matter, and improved reading skills. Benefits to the student tutors include higher level thinking, improved self-confidence, better communication skills, and improved content knowledge. As for the school, peer tutoring is “the most cost effective way to improve both math and reading performance.”

## **Goals:**

First and foremost, the goal of this program is to provide the individual education experience necessary for struggling learners to make progress in regards to academics. Another goal of the program is to invoke a sense of agency and collaboration for both the participant and the tutor in regards to self-evaluation, progress monitoring of oneself and a sense of ownership in their learning. Next, the program is intended to give students community service and work experience that is necessary for most college and job applications. Finally, the program will serve as a way for students to complete community service work to obtain a high school elective credit as outlined in Act 648 of 1993.

## **Implementation:**

### *Identification of students in need of tutoring:*

Students can be selected to participate in the peer tutoring program through several various methods.

- current grades/achievement
- state mandated test scores
- past grades/failure of classes
- reading level
- teacher request
- parent request
- student request

Any person wanting to nominate a student for the peer-tutoring program should do so by filling out a nomination form that will include the skill(s) that have been identified as needing improvement.

*\*see attached application*

*Selection of tutors:*

Any student wishing to become a tutor in the peer-tutoring program must first complete an application. The application will be reviewed by the peer-tutor advisor, and if the student is selected he/she will then be paired with a tutee based on skill needs, availability, and personality.

*\*see attached application*

*Once an application is on file and has been selected as a tutor, they will remain part of the peer tutoring program unless:*

- *They opt out of the program*
- *Grades drop below qualification standards*
- *Excessive absences from the program*

*Pairing:*

In an effort to build effective peer-tutoring relationships, tutors and participants will be assigned to one-on-one tutoring. The pairing will be based on content knowledge needs, scheduling, and personalities. Once assigned to a participant, tutors will remain with that participant for the semester. Tutors will be assigned no more than 2 participants.

*Timeline/ Training:*

All applications for both participants and tutors should be completed by the second week of school. At that time, the selection and pairing process will begin for tutors. Invites will be sent out to the tutors and participants at the end of the second week of school. All selected tutors will be required to attend a mandatory training session during the third week of school . (*See attached responsibility forms*).

Tutors and participants will begin meeting during the third week of school for at least one hour a week, possibly more schedule permitting. The scheduling of sessions will be determined based on schedules.

*Tracking Progress:*

Progress within the program will be monitored through Echo. Participants and teachers will access gradebook to help students determine missing assignments and classes that need to be worked on/improved. Students and teachers will use course agendas to determine and monitor work that is ongoing and assignments that students can work on currently.

**Evaluation:**

*Tutor evaluations:*

Students who are being tutored will be required to complete a short evaluation of their tutor before each progress report. If necessary, tutor partnerships will be re-assigned based on progress. Evaluations by both the student being tutored and teachers will be utilized when making decisions.

*Program evaluations:*

The program is designed to help students by providing a deeper understanding of concepts and content through the completion of assignments with a peer tutor. Therefore, we will monitor the number of assignments that students are completing and the score that they are receiving on those assignments.