

Chapter 3

Launching & Monitoring the Peer Tutoring Program



Once a school has selected students to serve as peer tutors and tutees, it is ready to train tutors, assign tutors to younger readers, conduct spot-checks for quality, and collect baseline and monitoring data on student reading progress.

Training Peer Tutors

The most fun part of a peer-tutoring program is the training of tutors! This manual includes a scripted set of four training sessions, with each session estimated to last 20-40 minutes. The training curriculum covers tutor and tutee behavioral expectations, practice in giving appropriate praise to tutees, and use of a strategy to practice reading. (The *'Kids as Reading Helpers' Training Curriculum* makes up the final section of this manual. Refer to that curriculum for specific information about the content of tutor trainings.) The trainer will want to hold the tutor training in a location that has comfortable seating and will allow participants to take part in a range of activities without distracting other students or staff. The school psychologists' office or a school conference room are examples of locations that might be suitable for peer tutor training.

Collecting Baseline CBM Data

Program evaluation is a key part of any peer tutoring initiative. Schools cannot accurately measure reading progress that may have resulted from peer tutoring, however, unless they have first collected baseline information about those students' reading fluency *prior* to the start of tutoring. As mentioned in the previous chapter, schools should use Curriculum-Based Measurement (CBM) to collect and chart oral reading fluency data on at least 3 to 5 different days prior to the start of the tutoring program to establish a baseline reading level. Baseline CBM information should be collected for all tutees to be enrolled in peer tutoring. If tutors selected as peer tutors also have reading delays, schools may want to collect baseline data on their reading fluency as well. For a free online manual on the use of CBM as an academic assessment tool, see Wright (2000).

Matching Tutors to Tutees

After tutors have been trained and children to be tutored have been chosen, the program supervisor must pair up tutors and tutees according to their school schedules. As the first step in this matchup, the peer-tutoring supervisor meets with children's classroom teachers and writes down all of the times during the school day or week that a tutor or tutee is available for tutoring.

(To help with this scheduling task, use the *Tutor/Tutee Availability Schedule* that appears later in this chapter.) Once both tutor and tutee schedules have been recorded, place tutor and tutee schedules beside each other and scan for times when tutors can be matched to tutees. Record these 'matchups' in the appropriate 'Matched with...' space on the *Tutor/Tutee Availability Schedule*. Figure 1 provides an example of the form in use.

Figure 1: Tutor/Tutee Availability Schedule

<input type="checkbox"/> Tutor / <input checked="" type="checkbox"/> Tutee Availability Schedule	
Student: <u>John Smith</u>	Date/Time: <u>TTh 9-9:45</u>
	Date/Time: <u>M 1:30-2:10</u>
	Date/Time: <u>W 11:20-12:10</u>
<input checked="" type="checkbox"/> Matched with <u>Chris Jonell</u>	

Figure 2: Tutor/Tutee Matchup Form

Tutor-Tutee Matchup Form		
Tutor Name: <u>Chris Jonell</u>	Classroom: <u>RM48</u>	Teacher: <u>Mrs. Tastrico</u>
Tutee Name: <u>John Smith</u>	Classroom: <u>RM229</u>	Teacher: <u>Mr. Jennic</u>
Tutoring Location: <u>Library</u>	Date/Time: <u>M 1:30-2:10</u>	
Tutoring Location: <u>NA</u>	Date/Time: _____	
Tutoring Location: <u>NA</u>	Date/Time: _____	
Notes: <u>Every fourth Monday, tutor picks up tutee at 1:20 pm (because class leaves rm early for Music)</u>		

After all matchups have been made, use the 'Tutor/Tutee Matchup Form' (which appears later in the chapter) to write down the essential information about the pairings of tutors with tutees. Figure 2 provides an example of the form, to include information about each student's classroom, tutoring time, location, and additional notes.

Introducing Tutors to Tutees & Teachers

As peer tutors are ready to begin tutoring, the program supervisor should arrange for each tutor to meet with the classroom teachers from whose classrooms he or she will be picking up a tutee. This initial introduction can help the tutor to overcome any shyness or uncertainty about entering an unfamiliar classroom.

It is also a good idea for the program supervisor to arrange for each tutor to be introduced to his or her tutee prior to the first tutoring session. During this brief visit, the tutee can have expectations for the tutoring program explained to him or her. An introductory meeting between tutor and tutee can also help to 'break the ice', allowing the students to be more comfortable with one another when the actual tutoring sessions begin.

Monitoring Integrity of Peer Tutoring Sessions

No matter how well structured and planned a school's peer tutoring program may be, its success ultimately depends wholly upon the quality of the individual tutoring sessions. The program supervisor should plan to drop in occasionally (unannounced, if possible) to observe peer-tutoring sessions and to rate their quality. Use the *Peer Tutoring Observation Form* that appears later in

this chapter to rate the integrity of the peer tutoring sessions. Use the form's *Interpretation Guidelines* to make sense of the observation results and to decide on any necessary corrective steps that should be taken. Plan on observing at least 1 out of every 5 peer tutoring sessions (and randomly select observation times) to ensure that your school collects sufficient tutoring-quality data to judge whether the program is being properly implemented.

Collecting & Graphing Ongoing CBM Data

Peer tutoring is an effective vehicle for building reading fluency—but its success is not guaranteed for every child being tutored. Schools should monitor students enrolled in peer tutoring using Curriculum-Based Measurement (CBM). It is suggested that schools monitor students (tutees and perhaps tutors as well) once per week if possible and to chart those results on a time series graph to show rate of progress in reading fluency. For a free online manual on the use of CBM as an academic assessment tool, see Wright (2000).

References

Wright, J. (1992). *Curriculum-based measurement: A manual for teachers*. Available online at: <http://www.jimwrightonline.com/pdfdocs/cbmManual.pdf>

Forms & Resources: Chapter 3/Launching Tutoring

Tutor / Tutee Availability Schedule

Teacher _____ Classroom _____ Date _____

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Student: _____	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
	Date/Time: _____
<input type="checkbox"/> Matched with _____	

Tutor-Tutee Matchup Form

Directions: Use this form to record the essential information about peer tutor/tutee matchups. NOTE: To accommodate peer tutors who may work with a child at various locations and times on different days of the week, the form contains spaces to note multiple tutoring places, dates, and times.

Tutor Name:	_____	Classroom:	_____	Teacher:	_____
Tutee Name:	_____	Classroom:	_____	Teacher:	_____
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Notes:	_____				

Tutor Name:	_____	Classroom:	_____	Teacher:	_____
Tutee Name:	_____	Classroom:	_____	Teacher:	_____
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Notes:	_____				

Tutor Name:	_____	Classroom:	_____	Teacher:	_____
Tutee Name:	_____	Classroom:	_____	Teacher:	_____
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Tutoring Location:	_____	Date/Time:	_____		
Notes:	_____				

Peer Tutoring Observation Form



Tutor _____	Tutee _____	Observer _____	
Date _____	Location _____	Start Time _____	End Time _____

- Use of praise.** The tutor praised the student _____ times during the observation.
- Strategies to Build Reading Fluency:** Use the rating items below that match the reading-fluency strategy used by your peer tutors (i.e., *Paired Reading* or *Listening While Reading*).

<p>Paired-reading skills. When using paired reading, the tutor:</p> <ul style="list-style-type: none"> • Y N Read in unison with the tutee for at least part of the observation. • Y N Stopped reading aloud when given signal by tutee. • Y N Responded to reading errors/hesitations by <i>supplying</i> the correct word and having the student <i>repeat</i> the word before continuing with reading. • Y N Waited at least 5 seconds before supplying the correct word to a hesitant or struggling reader. 	<p>'Listening While Reading' skills. When using 'listening while reading', the tutor:</p> <ul style="list-style-type: none"> • Y N Read aloud from the book for 2 minutes at a time while the tutee silently followed along in the text. • Y N Had the tutee read the same passage aloud independently while the tutor silently followed along in the text. • Y N Responded to reading errors/hesitations by <i>supplying</i> the correct word and having the student <i>repeat</i> the word before continuing with reading.
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- Amount of reading.** During the observation, about what percentage of time do you estimate that the tutee was actively *reading aloud*? Circle that percentage:

Less than 50%.....51-60%.....61-70%.....71-80%.....81-90%.....91-100%

- Tutor behaviors.** Did the *tutor* behave appropriately during the observed session? **Y N**
If not, what problem behavior(s) did you observe?

5. **Tutee behaviors.** Did the *tutee* behave appropriately during the observed session? **Y N**
If not, what problem behavior(s) did you observe?

6. **Additional observations.** Please note other noteworthy details about the observation (e.g., noise level of the tutoring location, degree of student motivation, unexpected interruptions).

Peer Tutoring Observation Form: Interpretation Guidelines

1. **Use of praise.** If you observe fewer than **3** praise statements during a tutoring session, review strategies for praising with the peer tutor. Remind the peer tutor to try to praise at least **5 times** during a session.
2. **Strategies to Build Reading Fluency.** If the peer tutor scores an '*N/o*' on any of the items for either the *Paired Reading* or '*Listening While Reading*' strategy, review the strategy with the tutor. Have him or her demonstrate the strategy (with you standing in as the 'tutee') until you are confident that the tutor can use that reading strategy appropriately without adult supervision.
3. **Amount of reading.** If you estimate that active reading took place for less than 80% of the tutoring session, prompt the tutor to increase the time that the tutee reads aloud during tutoring. If necessary, give the tutor ideas to encourage the tutee to read and to reduce the amount of tutee 'off-task' behavior.
4. **Tutor behaviors.** If you observed significant problem behaviors on the part of the tutor, meet with him or her as soon as possible to review the nature of those concerns and to remind him or her that peer tutors must show positive behaviors when tutoring as a condition to participate in the program. If necessary, inform the tutor's teacher about the problem behaviors. If the tutor continues to misbehave despite your efforts, consider dropping that student from the peer-tutoring program.
5. **Tutee behaviors.** If you see that the tutee is displaying challenging behaviors, consider:
 - meeting with the tutor to give him or her strategies to address the tutee misbehavior.
 - informing the tutee's teacher about the problem and enlist the instructor to help to improve the child's misbehavior.
 - suspending the tutee from the peer-tutoring program (if the problem behavior persists).