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**ABSTRACT**

This report describes a pilot program set up to test the feasibility of a student out-of-school tutoring service for 4th and 5th graders as a means of providing remedial instruction for potential dropouts. For testing purposes, a small-scale 5-session program was set up, using as tutors 9th through 12th grade volunteer students, from a local private school, participating on an after-school-hours basis. The program involved 10 tutors and 20 "high-risk" students. The tutoring service concentrated on the basic skills in English, reading, spelling, and mathematics for five consecutive Thursday evenings for one and one-half hours each. A tutoring design team developed the plans and format; and identified objectives, tasks, and evaluation strategies. The project was evaluated on both the process and the product, and resulted from responses of tutors, and students and their parents to formal surveys. The results of the pilot program indicate that student volunteer out-of-school tutoring for high-risk students is feasible in terms of time, effort, and results; and that well-achieving high school students, if given proper direction, can be effective tutors for 4th and 5th grade students. (Author)

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**PILOT TESTING OF A STUDENT VOLUNTEER  
OUT-OF-SCHOOL TUTORING SERVICE**

by

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Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

May 1973

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## ABSTRACT

The purpose of this practicum was to evaluate the feasibility of setting-up a student volunteer out-of-school tutoring service. This was done by developing, implementing, and pilot testing a mini-tutoring service and then evaluating its feasibility in terms of time, energy, and results. The mini tutoring service was developed, implemented and pilot tested, and evaluated. Results of the evaluation suggested that a student volunteer out-of-school tutoring service for high risk students is feasible in terms of time, effort, and results.

## INTRODUCTION

A number of students in fourth and fifth grade in the Appoquinimink School District have been identified as potential dropouts and have been termed as high risk students. Data from report cards and progress checks give evidence that some of these students are in need of additional instruction. Additional school programs, now operating within the schools of the District, are limited in meeting the immediate needs of all these high risk students. Since additional instruction is needed by this group of fourth and fifth grade students, many ideas and approaches have been suggested and have been studied. One of the many conceptualized solutions is the implementation of an out-of-school volunteer student tutoring service for these high risk students. Rather than launch into a full scale tutoring service, it has been agreed that a mini tutoring service be developed and implemented on a test run for five sessions to evaluate the feasibility of such a program in relation to time, energy, and results.

Since this practicum is a pioneering effort, this report attempts to bring together information which will be useful to the District in determining the feasibility of developing an out-of-school tutoring service.

The Abstract summarizes the purpose and results of the mini tutoring service.

The section dealing with Background Information and Review of Literature is an effort to provide the reader with background information as it relates to the practicum and to acquaint the reader with the fact that peer group tutoring and cross age tutoring have been implemented for various age groups in school systems in the United States. These studies support the conceptualized solution that well achieving high school students can be effective tutors for fourth and fifth grade elementary students if given proper direction.

The main body of discussion of the Mini-Proposal follows the original proposal, and is organized around Phase I - Orientation and Planning, Phase II - Execution of the Practicum, and Phase III - Evaluation.

The evaluation sections discuss data gathering, data analysis, and evaluation of findings, with summary and conclusions.

Appendices A, B, and C deal with schedule of events for Phase I - Orientation and Planning, Phase II - Execution of the Practicum, and Phase III - Evaluation. Appendices D, E, and F are Checklists for Phases I, II, and III and evaluate tasks in terms of Process, and Product with comments, recommendation and suggestions. Appendices G, H, and I are Survey questionnaires to parents, tutors, and school personnel. Appendices J and K record student and tutor attendance.

The bibliography contains source material for review of literature and documentation of background data.

This report should be regarded as a guide in this pioneering effort, and the results should provide a basis for more rigorous study and further planning toward implementing a full scale student volunteer out-of-school tutoring service.



## BACKGROUND INFORMATION AND REVIEW OF LITERATURE

### Background Information

This mini practicum is a logical follow-up or "spin off" from Operation Pre-Dropout, a Title III, ESEA, project currently in its third year of operation. Much of the ground-work had been laid. A dropout factorial scale had been developed (Appoquinimink Dropout Scale, APDOS)\* and installed in the district. It is used for identifying potential dropout candidates by the time they reach fourth grade. One of the procedures involved consists of checking pupil progress at the close of each marking period and noting any changes in pattern of grades. Information thus gathered suggests that some of these students are in need of additional instruction immediately.

Many ideas and approaches for dealing with this problem have been suggested. One of several conceptualized solutions is the implementation of an out-of-school volunteer student tutoring service for such high risk students. Students from the nearby St. Andrews School, a private school (grades 9-12), have offered their services as volunteer tutors on an after school basis. Rather than launch into a full scale tutoring service, it has been agreed that a mini tutoring service be developed and implemented on a test run for five sessions to evaluate the feasibility of such a program in relation to time, energy, and results.

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\*Operation Pre-Dropout - Federally Funded Project - Title III ESEA.  
Appoquinimink School District, Odessa, Delaware. 1971, 1972, and 1973.

## Review of Literature

A review of the literature (as recorded in ERIC)<sup>1</sup> indicates that peer group tutoring and cross age tutoring have been implemented for various age groups in school systems in the United States and that they have been effective. Documentation in support of this statement is too extensive to need recounting here.<sup>2</sup>

This review of literature supports the conceptualized solution that well achieving high school students can be effective tutors for fourth and fifth grade elementary students if given proper supervision.

<sup>1</sup>ERIC. Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

<sup>2</sup>\*However, a few sources are listed below:

Cross Age Teaching. ES 102 295 - California, Ontario, Ontario-Montclair School District.

Matching for Success. (A Program in Developmental Reading and Communication Skills.) ES 002 410 Calif., San Francisco, Unified School District (peer tutoring).

Project Clinic (Clinical Laboratory Innovations Necessary to Increase Children's Learning). ES 001 986 Calif., Sunnyvale Elementary School District (New learning experiences designed for elementary students reflecting the Potential Dropout Syndrome).

Project Told. (Tutors of Language Disorders). ES 001 403. Texas, Abilene. Independent School District.

Teen Tutorial Program. A Model of Interrelationship of Seventh Graders, Kindergarten Pupils and Parents to Meet the Developmental Needs of Disadvantaged Children. ES 001 165 Ohio, Grove City, South Western City School District.

Tulsa County Special Service Education Center. ES 002 368 Okla., Tulsa. County Schools (Peer Group, Cross Age Plan).

Tutorial Program for Children with Mild Learning and/or Behavioral Problems. ES 001 708 Ohio, Para City School District.

## STATEMENT OF THE PROBLEM

Additional instruction in the basic skills is critically needed by a group of students identified as high risk candidates for becoming potential school dropouts.

## PURPOSE OF THE STUDY

To evaluate the feasibility of implementing a student volunteer out-of-school tutoring service, by developing, implementing, and pilot testing a mini\* tutoring service. Feasibility to be studied in relation to time, energy, and results.

\*For the purpose of this practicum the tutoring service was limited in size, scope, and time. There was a total of ten tutors and twenty high risk students. The tutoring service concentrated on the basic skills in English, reading, spelling, and mathematics for a period of five consecutive Thursdays, for one and one-half hours each from 7:15 to 8:45 p.m.

## OBJECTIVE

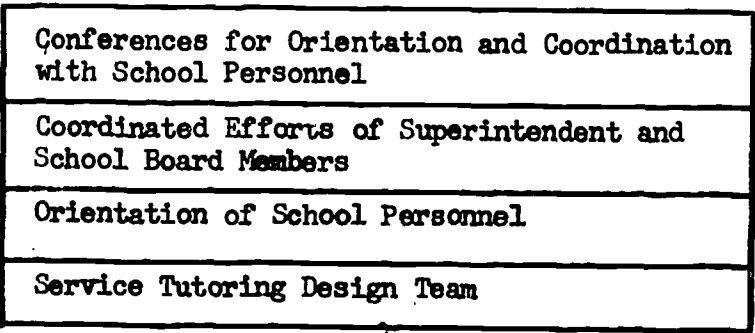
To provide additional out-of-school instructional services in basic skills for fourth and fifth grade high risk students for becoming potential school dropouts.

## EXECUTION OF THE PRACTICUM

The practicum consisted of three phases: Phase I, Orientation and Planning; Phase II, Execution of the Practicum; Phase III, Data Analysis and Evaluation. Broad categories in each phase were as shown in Figure 1.

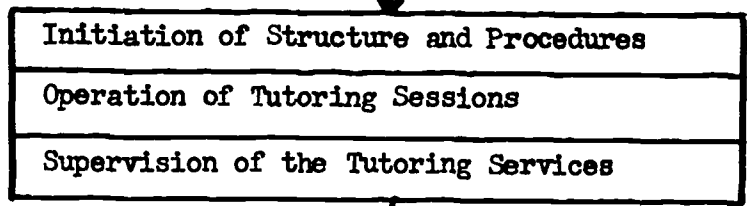
PHASE I

Orientation and Planning



PHASE II

Execution of Practicum



PHASE III

Evaluation

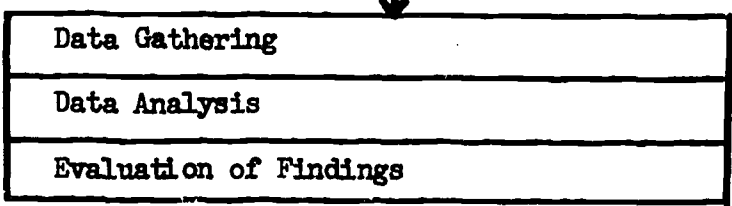


Fig. 1. Diagram of Organizational Model for Pilot Testing a Student Volunteer Out-of-School Tutoring Service.

Detailed account of activities is given in Appendices A, B, and C "Schedule of Events," summaries, by phase are given below.

#### SUMMARY PHASE I ORIENTATION AND PLANNING

Conferences were held with the District Superintendent, the Guidance Staff, and the Principals and Teachers of students who were scheduled for tutoring. The School Board was apprized of the project.

A Tutoring Design Team consisting of the Director of the Mini Tutoring Services, four School Building Principals, a guidance counselor, four teachers, four parents, a member of the APDOS Team, and the DARC Team (Delaware Agency to Reduce Crime), the St. Andrews Coordinator for tutors, and the contact person from St. Anne's Church held four meetings to develop specific plans and format which included identification of tasks to be performed with dates for completion of tasks; identification of project objectives, target population, project location, staff (tutors) requirements and service, needed supplies and evaluation instruments and strategies; and clarification and description of areas of responsibility. (See Appendix A)

#### SUMMARY PHASE II EXECUTION OF THE PRACTIGUM

The coordinator of Tutors from St. Andrews, the contact person from St. Anne's, and the director of the Mini Tutoring Service coordinated their efforts for providing transportation for tutors and for providing

suitable facilities for housing the inservice sessions and the five tutoring sessions. Inservice was held as planned and the tutoring sessions were held for five consecutive Thursdays, running from March 15, 1973, through April 12, 1973. (Appendix B) A more detailed account of activities associated with the execution of the practicum are discussed under "Evaluation."

### SUMMARY PHASE III

#### EVALUATION

The evaluation instruments and strategies were implemented as originally planned. Data gathering was continuous and was recorded on the previously planned checklists and surveys. Data analysis was initiated as soon as feasible throughout the entire practicum, but the main thrust was executed by the Design Team and the Director of the Mini Tutoring service at the conclusion of the tutoring sessions. The evaluation of the findings was based upon the analysis of the data contained in the checklists and surveys and was evaluated for determining the feasibility of implementing a student volunteer out-of-school tutoring service in relation to time, energy, and results. (Appendix C)

## EVALUATION

Evaluation was of both the process and the product. It also was both "en process" and at the conclusion of the project. Checklists and surveys used for data gathering are shown in Appendices D, E, and F. Evaluation was to determine feasibility on the basis of time, effort, and results.

### Time

Estimated and actual times needed for various activities are shown in TABLE 1. A total of 121 Man-Days was necessary to carry out the mini practicum from beginning to end. It had been estimated that 104½ Man-Days would be required. In no activity was there an under estimate of required time. In four instances substantially more time was needed. The extra time was needed for secretarial duties for orientation and coordination and for inservice work with tutors.

When planning for a full-time tutoring service some of the activities which were necessary the first time around will not be necessary and others can be done more efficiently since we now know how.

### Effort

"Effort," in this instance, refers to such activities as the planning, organization, operation, supervision, home and school contacts, and the actual tutoring. It can be logically evaluated in terms of time spent and results achieved.

TABLE 1.

## REQUIRED INPUTS

1. Human Inputs	Who	Proposed Actual		Suggestions
		Man-Days (8 hours)	Man-Days (8 hours)	
Reading of Related Research	Sadie S. Keen	5	5	
Conferences for Orientation and Coordination with School Personnel	Sadie S. Keen School Personnel	1½ 1	1½ 3	Need more time with teachers to establish better understanding and lessen aspects which seem threatening to some teachers.
Writing Practicum Proposal	Sadie S. Keen	4	4	
Coordinated efforts of Superintendent and School Board Members	Sadie S. Keen Others	½ 1	½ 1	
Orientation of and Cooperation of School Personnel (4th & 5th grade teachers)	Sadie S. Keen Teachers	1½ 1½	3 3	Need half again as much time especially for cooperation in sending homework helps and materials with students for tutoring sessions. This should be a continuous set-up.
Service Tutoring Design Team	Sadie S. Keen Members	5 25	5 25	
Initiation of Structure and Procedures	Sadie S. Keen	2	3	
Tutors (10 x 2 hrs. x 5 sessions) plus inservice	St. Andrews Students	15	20	Need more pre-service and a regularly planned continuous inservice to meet needs that arise. Requires much time and effort at this is a vital part of project and makes for success or failure of service.
Supervision of Tutoring Services 2 hrs. x 5 sessions plus inservice	Sadie S. Keen	2½	5	



TABLE 1. (cont'd)

Human Inputs (cont'd)	Who	Proposed Man-Days (8 hours)	Actual Man-Days (8 hours)	Suggestions
Analysis of Data	Sadie S. Keen Design Team	3 2	4 2	
Writing of Practicum Report	Sadie S. Keen	8	8	
Secretarial Service	Secretary	3	5	Need more time, especially when initiating and implementing service for first time, as documents, check-lists, surveys, compilation of data, etc., require much more time than if project were on-going over a longer period of time. Over a short period of time, demands on secretary are great for running a mini-tutoring service.
Custodian (Church)	Custodian	3	3	
APDOS and DARC Teams	Team Members	20	20	

As noted previously, the amount of time spent exceeded the anticipated time. There were no real problems, delays, or obstacles that had to be overcome, so that the time spent may be regarded as a minimum for this endeavor.

If there had been a lack of interest, or many unforeseen obstacles or problems, or lack of cooperation, one might wonder if this were a logical kind of activity. In view of the ease with which things moved, one could say that the effort was well directed.

### Results

Parent reaction was ascertained by Survey Questionnaire for Parents (Appendix G) and also by comments through telephone conversations and other contacts. Results of Parent Questionnaire are shown in TABLE 2.

Tutor reaction was gathered by using Survey Questionnaire for Tutors (Appendix H). Results are based on responses from questionnaire and are summarized below.

Question 1. Tutors preferred a ration of 2 to 1.

Question 2. There is no consensus or preference for subject matter.

Question 3. Place, space and physical arrangements were good. Tutors stated they needed more materials and supplies and would like more supervision.

Question 4. Tutors suggested that they preferred working with the same student each time and to have the same room assignment.

Question 5. All tutors who expect to be at St. Andrews during the FY'74 school term stated they would like to tutor again.

TABLE 2.  
RESULTS OF SURVEY QUESTIONNAIRE  
PARENTS

Question	Mean	Range
1. How far do you live from St. Anne's?	2 miles	1 block to six miles.
2. How did your child get to tutoring?	Auto	Walk, bike, auto.
3. If you drove your child to the tutoring sessions, what did you do during the session? a. waited in parish house. b. waited in car. c. visited. d. shopped. e. other.	Waited in parish house	Shopped, went home, visited, waited.
4. How do you feel about these tutoring sessions?	Very helpful	No negative responses. "Helpful" to "Best thing that's happened."
5. If this service were available next year, would you have your child continue coming?	Yes	Range all positive from simple "yes" to "even if they don't <u>need</u> it I think they should come."

School Personnel reaction to the tutoring was gathered on the Post Orientation Form School Personnel (APPENDIX I). Responses from the four Building Principals were positive and encouraging. Statements from the two Guidance Personnel indicated support with recommendations for an expanded tutoring service. Responses from the DARC Team were positive and gave full support to the mini tutoring service and recommendations for an expanded tutoring service. Responses from teachers ranged from full support to questionable.

Student reaction, in terms of interest and attitude was gathered from the student Attendance Record (APPENDIX J) and from remarks of students. Students were on time and cooperated with tutors.

Student response was good as evidenced in TABLE 3.

TABLE 3.

RECORD OF STUDENT ATTENDANCE			
Students	Sessions Attended	% of Student Body	Reason for Absence
11	5 out of 5	55%	-----
7	4 out of 5	35%	Illness, death in family, no transportation.
1	3 out of 5	5%	Death in family.
2	2 out of 5	10%	Illness, no transportation.
0	1 out of 5	0%	-----

N = 20  
Sessions = 5

## SUMMARY AND CONCLUSIONS

1. The mini tutoring service was set-up and operated as planned.
2. Student response was good as evidenced by Table 3.
3. Parent response was good.
4. Tutors attendance was good, interest high, and were reliable.  
(APPENDIX K).
5. Administrative support was high.
6. Teacher response ranged from full support to questionable.
7. Community relations appear to have been improved in a kind of "spin off" operation of this practicum.
8. While the mini-practicum went well, it required a lot of time, and the ground work was well laid for a more extended program, but it raised some questions, such as, who will supervise the center of centers for full scale operation.
9. Another "spin off" was the possibility of having parent education groups, handbooks for students, parents and tutors.
10. In view of the fact that poor academic achievement is frequently related to poor study habits and attitudes, the potential role of having such parent groups and of having handbooks should be explored.
- 11.. The student requirements for knowing what the assignment was and for being responsible for bringing books was a good beginning for establishing a base for good study habits.

12. Results of the evaluation suggest that a student volunteer out-of-school tutoring service for high risk students is feasible in terms of time, effort, and results and that well achieving high school students can be effective tutors for fourth and fifth grade students if given proper direction.
13. The design of the practicum may be applicable to other public school districts.
14. Additional centers may be established within district.
15. Centers may be expanded to include students from additional grades.

SCHEDULE OF EVENTS

ORIENTATION AND PLANNING

Task	Responsibility	Dates	Comments
Contacting			
District Superintendent	Director--S. S. Keen	January 30, 1973	Gave approval - very much interested.
Members of School Board	District Superintendent	February 6, 1973	Gave approval - requested that they be informed of progress.
Building Principals - Redding Middle School ) Middletown Elementary ) Townsend Elementary ) Odessa Elementary )	District Superintendent and Director	February 8, 1973	Gave approval - were interested and gave their support.
Guidance Staff	Building Principal and Director	February 9, 1973	Gave approval, offered their services, and hoped pilot study would pave way for a regular student <u>Out-of-School Tutoring Service</u> .
Teachers of 4th and 5th grade students	Building Principals, Director, and Guidance Staff	February 12, 1973	Mixed feelings in group. Some teachers questioned the feasibility of having high school students as tutors, others felt it was worth a try, since it was <u>only</u> a Pilot Study. <u>Some teachers appeared threatened</u> and asked how parents would feel about the need for out of school help and that it might be a reflection upon the teachers ability to teach. Others thought it would reinforce learning as long as tutors didn't do the homework.

SCHEDULE OF EVENTS

ORIENTATION AND PLANNING (cont'd)

Task	Responsibility	Dates	Comments
<p>Set up Tutoring Design Team</p> <ul style="list-style-type: none"> <li>4 Building Principals</li> <li>1 Guidance Coordinator</li> <li>4 Teachers</li> <li>2 Parents</li> <li>1 APDOS Member</li> <li>1 DARC Member</li> <li>1 St. Andrews Member</li> </ul>	Director and Secretary	February 13, 1973	<p>Reluctance and reserved approval was obtained. Group selected two teachers to represent them on the Design Team.</p> <p>The setting up of Tutoring Design Team really began on January 30 when Director contacted District Superintendent, and was gradually phased in from that date on up through February 12, 1973, when all contacts were made. On February 13, 1973, letters went out to members of team stating purpose of first meeting, date, time, location, etc.</p>
<p>Activate Design Team for purpose of setting up structure and procedure</p>	Director and Secretary	February 15, 1973	Met in Conference Room, Administrative Office.
<p>MEETING #1</p> <ul style="list-style-type: none"> <li>1. Orientation of group to <u>Pilot Testing a Student Out-Of-School Tutoring Service.</u></li> </ul>	Director and Secretary	February 15, 1973	<ul style="list-style-type: none"> <li>1. Distributed copies of proposal; briefed members of Design Team.</li> </ul>
<ul style="list-style-type: none"> <li>2. Identification of tasks to be performed--assignment of duties and areas of responsibility to each member.</li> </ul>	<p>Director and Secretary</p> <p>plus</p> <p>all members of Design Team</p>	February 15, 1973	<ul style="list-style-type: none"> <li>2. Assigned tasks to various members of team and discussed various procedures for accomplishing tasks.</li> </ul>



SCHEDULE OF EVENTS

ORIENTATION AND PLANNING (cont'd)

Task	Responsibility	Dates	Comments
3. Identification of dates for completion of tasks.			3. All tasks, contacts, etc., to be finished and in workable condition by second meeting, February 22, 1973. If help is needed contact Director at earliest possible date.
MEETING #2	Director and Secretary plus Members of Design Team	February 22, 1973	
Purpose			
1. Assess tasks and contacts to be completed by February 22, 1973.			1. Members of team did a fine job of meeting deadlines and accomplishing assigned tasks--no evidence of problem areas.
a. Identify problems encountered.			
b. Formulate solutions.			
c. Circumvent in some form if not able to provide a solution.			
2. Identify additional tasks as evidenced from round of task assignments.			2. Additional tasks included those associated with Inter-agency Coordination as follows:
a. Assign tasks to members of team.			a. St. Andrews School--provide tutoring service.
b. Set up next meeting date.			b. St. Anne's Church March 1, 1973.

SCHEDULE OF EVENTS

ORIENTATION AND PLANNING (cont'd)

Task	Responsibility	Dates	Comments
MEETING #3 1. Final assessment of tasks, areas of responsibility, and time line. Special emphasis was focused on the Pre-In-service of the Tutors.	Director and Secretary plus Members of Design Team	March 1, 1973	1. All tasks were finished or were in process of being completed according to time table. Pre-Inservice for Tutors was finalized March 6, 1973, date for Pre-Inservice meeting, St. Anne's, 7:30 p.m.
2. Set up next meeting date.			2. March 8, 1973.
MEETING #4 1. Assess results of Pre-Inservice of Tutors. 2. Make necessary changes according to results from Pre-Inservice. 3. Final assessment of all tasks relative to first tutoring session, March 15, 1973.	Director and Secretary plus Members of Design Team	March 8, 1973	1. Results evaluated. 2. Recommendations made for any changes needed, previous to March 15 Tutoring session. 3. Revised list of Do's and Don't's for Tutors.

## SCHEDULE OF EVENTS

## EXECUTION OF PRACTICUM

Task	Responsibility	Dates	Comments
Pre-Inservice for Tutors	Director and secretary, members of APDOS Team, Coordinator from St. Andrews and contact person from St. Anne's.	March 6, 1973	St. Anne's Church, Middletown, Delaware, 7:30 p.m., Adult meeting room. All tutors on time, very responsive and eager to begin.
Operation and supervision of Tutoring Sessions.	Director, Member of APDOS Team, Coordinator from St. Andrews, and contact person from St. Anne's, plus St. Andrews Tutors.	March 15, 1973 March 22, 1973 March 29, 1973 April 5, 1973 April 12, 1973	Attendance and notes were kept on each session. (See data on evaluation).
Inservice	Director and Member of APDOS Team plus Coordinator.	March 15, 1973 March 29, 1973 April 12, 1973	Free and frank discussion of sessions as to problems, attitudes and what to do about them. Noted reactions and comments of Tutors for final evaluation. Comments under evaluation.
Actual Tutoring	Tutors	March 15, 1973 March 22, 1973 March 29, 1973 April 5, 1973 April 12, 1973	

SCHEDULE OF EVENTS

EVALUATION

Task	Responsibility	Dates	Comments
Data Gathering	Director, Members of Design Team, Coordinator of Tutors from St. Andrews, contact person from St. Anne's.	January 30, 1973 through March 15, 1973	This process was continuous.
Data Analysis	Director and Design Team	January 30, 1973  April 19, 1973 Specific emphasis on dates from April 12 through April 19, 1973	Continuous, but specific to period following last tutoring session. Note: Delaware Cluster received an extension of time for submitting Mini Practicum report. This was very helpful as additional time was needed.
Evaluation of Findings and Writing Report	Director	April 20, 1973 through April 30, 1973	

PHASE I - ORIENTATION AND PLANNING

CHECKLIST

Task	Process	Product	Comments	Recommendations
Contacting Administration Board Guidance Staff Teachers	*O.K. O.K. O.K. O.K. for some	Approval Approval Approval Approved by some	Some lack of understanding. Appears to be threatening to some teachers.	Same way. Same way. Same way. More time (?) to establish better understanding and lessen aspects which seem to be threatening to some teachers.
Tutoring Design Team Representation Cooperation Input	O.K. O.K. O.K.	O.K. O.K. O.K.		Same way. Same way. Same way.
Design Identification of Tasks Task completion dates Identification of Tutors.	O.K. O.K. O.K.	O.K. O.K. O.K.	Realistic. Good flow. Not enough time.	Same way. Need half again as much time. Same way.
Identify target population.	O.K.	O.K.	Good identification of target population. No one questioned the need for help. Other pupils and parents wanted to come.	Consider expanding service to other centers and more pupils.

\* logical, reasonable, realistic.

PHASE I - ORIENTATION AND PLANNING

CHECKLIST (cont'd)

Task	Process	Product	Comments	Recommendations
Project location.	O.K.	O.K.	Facilities excellent and central, but will not accommodate more than 20 pupils and 10 tutors. Need a larger facility for expanded service.	Consider armory or possibly school library as well as additional centers in other locations. Need a larger facility if have expanded services whether for more APDOS pupils and/or for others who want it.
Tutors requirements.	O.K.	Not enough.	In addition to regular tutors there should be a roster of substitutes.	
Inservice for Tutors.	O.K.	O.K. for basic techniques	Tutors want a chance to talk about specific pupils, their needs and ways of working.	More pre-service and a planned inservice program.
Supplies and materials.	Not very realistic	Teachers sometimes refused to let pupils bring books.	Good beginning for basic materials.	Don't count too heavily on pupils being able to bring books and materials. Need more multi-level materials.
Planning and evaluation instruments and strategies.	Checklist and survey forms easy to use.	Incomplete information.	Had to develop other items as went along.	Don't get too precise. Stay open for unexpected side effects, by-products.
Clarification and description of areas of responsibility.	O.K.	O.K.	Good cooperation. No misunderstandings. No obvious omissions or duplications.	Same.

PHASE II - EXECUTION OF PRACTICUM

CHECKLIST

Task	Process	Product	Comments	Suggestions
<u>Structure</u> pupil-teacher ratio	O.K.	O.K.	2 to 1 ratio is usually better than 1 to 1--Both pupils and tutors seem to prefer it.	Provide for special situations where individual work is essential but generally operate on a 2 to 1 ration.
pupil-teacher assignment	Somewhat hit/miss mostly by subject.	Generally O.K. but has "un-certain" overtones.	Pupils and tutors seem to want a continuous personal relationship.	Provide both pupils and tutors with name tags. Try to make good initial matches and aim to have same people working together unless there are specific reasons against.
Time (1½ hours for instruction)	O.K.	O.K.	Total period length O.K. but most need a break part way through.	Consider possibility of two distinct sessions within the one and one-half hour period. Could tutor <u>several</u> subjects in one night.
Location	O.K.	O.K.	Some parent request for additional locations.	Explore possibility of having tutoring sessions available near the Townsend and Odessa elementary schools also.
Calendar	O.K.	O.K.	O.K. For short period (mini-practicum) but over longer period will need planning on a semester or yearly basis. School holidays, special events, etc., influence attendance of both tutors and pupils.	Consult and get in writing a calendar which takes into consideration the holidays and special occasions in both the private and public schools.

PHASE II - EXECUTION OF PRACTICUM

CHECKLIST (cont'd)

Task	Process	Product	Comments	Suggestions
<u>Procedures</u> Orientation of tutors	O.K.	O.K.	Met present needs O.K. but if a longer period were involved more orientation work is needed. For many of the tutors, those high risk students were a new experience.	Provide opportunity for tutors to get more insight into the type youngster they will be working with. Most are not only poor achievers in school, but have poor work habits and skills.
Tutors and tutor dependability	O.K.	O.K.	Very conscientious.	Need a substitute list in case of illness or special events.
Availability of tutors.	O.K.	O.K.	Students eager to do volunteer tutoring.	Getting "off campus" may be a factor in volunteering to tutor, but most are anxious for the personal experience and for some feed-back. Provide a way of giving feed-back.
Teaching strategies of tutors.	Wide variety	Occasional frustration but generally O.K.	Some tutors seem bewildered about how they should work, some are very inflexible. Most realistic and adapt well.	Include a discussion of possible teaching strategies in the orientation session. Could we use a handbook for tutoring.
Supervision of Tutoring	O.K.	O.K.	Could use more specific help when student lacks background for the assignment he is trying to do, also, when he comes without materials or knowledge of what he's supposed to be doing.	Include (in prospective handbook) relevant information, also, get flash cards and/or other materials to help review background basic skills.



PHASE II - EXECUTION OF PRACTICUM

CHECKLIST (cont'd)

Task	Process	Product	Comments	Suggestions
Continued orientation of teachers in the school in relation to tutoring	O.K. for most teachers	O.K. for most. Made specific assignments and allowed pupils to take books	While most teachers understood and cooperated. Several were fearful that the tutors would do the work for the pupils or that they would make the pupils "more confused."	Start earlier and try to get teachers more involved. Would visiting a tutoring session be useful? Would they do it?
Parents				
Transportation of pupils	O.K.	Each parent drove individually.	Parents were amazingly willing to transport their children.	How about car pools? A parent roster with telephone numbers and addresses might be helpful.
Waiting time		Generally wasted time. Some did needle work. Most just sat.	Parents who drove usually wanted to wait in the building.	Explore possibility of some parent-education discussions.
Orientation of parents to tutors	O.K.	O.K.	Parents were most pleased about getting help from private school students.	In pupil and parent handbook on orientation session for parents comments on the variety of ways by which people learn.
Inter-Agency Coordination St. Andrews School (provided tutors)	O.K.	O.K.	Good. They had designated faculty member who regularly drove the tutors to the site and also stayed through the sessions. She also was responsible for the checklist and conducted "feed back" sessions in the bus on the way back to school.	Get in on the "feed-back" sessions when possible. Could time be scheduled once a month to have them.

PHASE II - EXECUTION OF PRACTICUM

CHECKLIST (cont'd)

Task	Process	Product	Comments	Suggestions
St. Anne's Church (provided meeting place for tutoring sessions)	O.K.	O.K.	Excellent cooperation. Custodian had chairs and tables set up. Even kitchen was used for tutoring group. No church suppers on our Thursday nights.  Attitude at church was good. Several members of the church asked if their children might come for tutoring.  Church women provided punch half way through the session and rector offered the use of his study if we were too crowded.  Director of Junior choir changed practice times for several pupils so they could go to tutoring.	At the beginning of the school year the coordinator should be appointed by St. Anne's. She could be the liaison to custodian etc., and also would be at the building each session. Hopefully, assume responsibility for operation: check in pupils, have supplies, care for building, etc.

PHASE III - EVALUATION

CHECKLIST

Task	Process	Product	Comments	Suggestions
Data Gathering	O.K.	O.K.	Data gathering was time consuming in relation to the length of tutoring program.	Need information for decision making at the beginning of the project. Should be more streamlined as project continues.
Data Analysis	O.K.	O.K.	Cannot depend completely upon objective information. Need subjective information in way of feed back from tutors, parents, students and teachers.	Keep lines of communication open.
Evaluation of Findings	O.K.		Deliberately did not gather objective pre and post test data to show change in skill subjects in which tutoring was given.	When the tutoring is done over a longer period of time, might consider possibility of evaluating student results.

## APPENDIX G

SURVEY QUESTIONNAIRE  
PARENTS

1. How far do you live from St. Anne's?
2. How did your child get to tutoring?
3. If you drove your child to the tutoring sessions, what did you do during the session?
  - a. waited in parish house.
  - b. waited in car.
  - c. visited.
  - d. shopped.
  - e. other.
4. How do you feel about these tutoring sessions?
5. If this service were available next year, would you have your child continue coming?

## APPENDIX H

SURVEY QUESTIONNAIRE  
TUTORS

1. How many pupils do you prefer working with at a time? One, two, three, four, more. (circle one).
2. What subject matter arrangement do you think best?
  - a. tutor one subject only.
  - b. do half the period on one subject and half another.
  - c. combine reading and English.
  - d. be willing (and able) to help with as many different subjects as the pupil wants.
3. Please react to the following aspects of the tutoring -
  - a. place where it was held.
  - b. space and furniture.
  - c. supplies.
  - d. materials.
  - e. organization (checking in, assignment of tutors, etc.).
  - f. help for tutors.
  - g. supervision of pupils.
4. What suggestions do you have?
5. If sessions were to be held next year, would you be willing to tutor again?

## APPENDIX I

POST-ORIENTATION SURVEY  
SCHOOL PERSONNEL

You have been told about and have discussed the proposed out-of-school volunteer tutoring program for potential dropouts. Please give us your honest reaction to this proposal.

-----

I think the proposed tutoring program \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This need not be signed, but we would appreciate knowing your position.

Please check as appropriate:

- |                   |            |
|-------------------|------------|
| 1. Administration | 3. DARC    |
| 2. Guidance       | 4. Teacher |

APPENDIX J  
 MINI TUTORING SERVICE  
 ATTENDANCE RECORD  
 Student

DATES: 3/15-4/12/73

APPOQUINIMINK SCHOOL DISTRICT  
 ST. ANNE'S CHURCH CENTER  
 MIDDLETOWN, DELAWARE

COORDINATOR: Sadie S. Keen

HOURS: 1½ DAY: Thursday TIME: 7:15-8:45 P.M.

Reason for Absence

- Illness 1
- Death in Family 2
- Parent Forgot 3
- No Transportation 4
- Withdrawal W
- Other 0

Directions:

1. Mark X in blank if student is present.
2. Leave blank empty if student is absent.
3. As soon as reason for student absence is known put appropriate symbol in block.

Student's Name	Phone Number	3/15	3/22	3/29	4/5	4/12	Total
1. Angeline, Mike	378-8818	x	x	x	x	1	4
2. Angeline, Robin	378-8818	x	x	x	x	1	4
3. Austin, John	378-9127	x	x	x	x	2	4
4. Biddle, Dallas	378-2996	x	x	x	x	x	5
5. Blanton, David	378-9035	x	x	x	x	1	4
6. Bordley, Zeta	378-8405	x	4	4	1	x	2
7. Bramble, Paul	378-2996	x	x	x	x	x	5
8. Bullock, Donna	368-5243	x	x	x	x	x	5
9. Bush, Richard	368-3848	x	4	x	x	x	4
10. Deats, Dale	378-2719	x	x	x	x	x	5
11. Fields, Terry	378-8304	x	x	x	x	x	5
12. Foraker, Louise	378-8423	x	3	x	x	x	4
13. Johnson, Anthony	368-5347	x	2	2	x	x	3
14. Lancaster, Michael	378-2797	x	x	x	x	x	5
15. Mannering, Wanda	378-8968	x	x	x	x	x	5
16. Murray, Kenny	366-8805	Late starting 0	x	x	x	x	4
17. Say, Thomas	378-8646	x	x	x	x	x	5
18. Todd, Norman	378-8212	x	x	x	x	x	5
19. Unruh, Martha	378-2815	x	x	x	x	x	5
20. Hufford, Brian	378-8174	x	x	x	x	x	5

MINI TUTORING SERVICE  
ATTENDANCE RECORD  
Tutor

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- Death in Family 2
- Parent Forgot 3
- No Transportation 4
- Withdrawal W
- Other 0

Directions:

1. Mark X in blank if tutor is present.
2. Leave blank empty if tutor is absent.
3. As soon as reason for tutor absence is known put appropriate symbol in block.

Tutor's Name	Phone Number	3/15	3/22	3/29	4/5	4/12	Total
1. Rob Breger		x	x	x	x	x	5
2. Jim Govatos		x	x	x	x	x	5
3. Bob Lightburn		x	x	x	x	x	5
4. Steve Lyon		x	x	x	x	x	5
5. Val Markov		x	x	x	x	x	5
6. David Mills		x	x	x	x	x	5
7. Jim Alley		x	x	x	x	x	5
8. Doug Andresen		x	x	x	x	x	5
9. Craig Barrows		x	x	x	x	x	5
10. Ian Brownlee		x	x	x	x	x	5
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							



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