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ABSTRACT
        The preservice teacher education practicum described
in this practicum paper sought to provide affordable, convenient
reading tutorial services for K-8 children. Participants were mentor
teachers, preservice teachers, and students from the community. A
twilight school was established that provided professional
development opportunites for teachers in mentorship positions with
preservice teachers from a campus-based college program. Evaluation
questionnaires regarding general satisfaction with the program were
completed by parents and mentors; these questionnaires served to
measure the overall success of the twilight school. Outcomes of the
practicum were positive: all objectives were reached successfully
with positive feedback from all groups participating; mentorship
provided a means for professional development of teachers, twilight
school provided a reliable source of income for teachers as well as
affordable, accessible, and amenable tutorial service for community
children. A mission statement, and copies of teacher/mentor survey,
mentor evaluation, parent evaluation, parent application, skills
checklists, mentor coordinator's job description, individual
instructional plan, and mentor's job description are appended.
(Contains 27 references.) (LL)

Providing Affordable, Community-Based Tutorial Services
for K-8 Students Utilizing Master Teachers as Mentors
to Preservice Education Majors

by

Mary Kathryn Lopez

Cluster 38

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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    ____12/3/92_____

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    This practicum report was submitted by Mary Kathryn

Lopez under the direction of the advisor listed below.

It was submitted to the Ed.D. Program in Child and Youth

Studies and approved in partial fulfillment of the

requirements for the degree of Doctor of Education at

Nova University.

                    Approved:

__1-6-93_____   ___Mary Ellen Sapp___

Date of Final Approval   Dr. Mary Ellen Sapp
      of Report   Advisor

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The writer deeply appreciates the cooperation and suppport of all members of the faculty in making this practicum significant in the work place. A special thanks goes to the Director, who facilitated the college development portion of the practicum. Gratitude and appreciation are also felt for the naming of the program by the writer's advisor. Finally, the writer appreciates the support of the Headmaster.

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Providing Affordable, Community-Based Tutorial Services
K-8 Students Utilizing Master Teachers as Mentors to
Preservice Education Majors. Ft. Lauderdale, Florida.
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Programs

The aim of this practicum was to provide teachers with a
reliable source of additional income while providing
professional development opportunities. Further, the
practicum sought to provide affordable, convenient
reading tutorial services for K-8 children in the
community. Three groups participated, one of mentor
teachers, a second, preservice teachers and the third,
children of families from the community.

A Twilight School was established which incorporated
three facets: affordable reading tutorial services for
community children in grades K-8, professional
development opportunities for teachers in mentorship
positions with preservice teachers from the campus based
college program, and a reliable source of income for the
mentor teachers. Mentor training provided a framework
for developing the teacher as mentor relationship.
Collaboration with the college progams and professors
established the scheduling. Clients from the community
were solicited via assorted marketing strategies.
Questionnaires designed by the writer regarding general
satisfaction with the program from the parents'
perspectives and regarding programming and managerial and
financial apects for the mentors served the purpose of
formative and summative evaluations and measured the
overall success of the Twilight School.

Outcomes of this practicum were positive. All of the
objectives were reached successfully with positive
feedback from all groups participating. The data from
this practicum indicated that: (a) mentorship provided a
means for professional development of teachers,

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(b) Twilight School provided a reliable source of income for teacher, and (c) Twilight School provided affordable, accessible and amenable tutorial services for community children.

<center>* * *</center>

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___1/4/93____   _____Mary K. Lopez_____

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CHAPTER I

INTRODUCTION

Description of Community

The work setting is an elementary laboratory school
of a private, southeastern university which is comprised
of four-year-old preschool levels through fifth grade.
The overall population is 565 students and 51 faculty and
staff. The students are bused or brought to school via
automobile; the students in attendance at the laboratory
school are not children from the immediate community.
Enrollment is open to all students meeting the entrance
requirements. These requirements stipulate that children
score at or above grade level on a standardized
achievement test, and that previous school records be
presented for consideration prior to acceptance.

The instructional design of the setting is team
teaching. With the exception of the preschool for
children four years old and fourth grade levels, all
teams are comprised of four teachers with an average
class size of 25 students. In the preschool program,
there are three classes and in the fourth grade, five.
All grade levels are supported by teacher aides, one in

each level except kindergarten and first grade where there are two aides. Aides assume teaching responsibilities in the absence of a teacher except in the case of an extended illness or if the teacher needs to take an unpaid leave of absence.

One scheduled, common planning time per day is provided for each team, during which time children participate in physical education, music, art, and typing. Slight variations occur appropriate to the level. Other than beginning and ending planning days, three teacher inservice days are scheduled and three one-half days of planning are incorporated into the school calendar.

The faculty of the laboratory school and children from the surrounding suburban areas are the target populations for this practicum. Several small communities comprise the immediate vicinity, and each is representative of a cross section of races, income levels and professions. Within a 10-mile radius, there are 20 schools serving children from kindergarten through eighth grade, although not all schools include all nine levels. These schools include public schools, private schools and religiously affiliated or sponsored schools.

The faculty at the laboratory school are all certified in the appropriate areas and many have dual areas of certification. Additionally, more than three-fourths of the faculty maintain advanced degrees, with others currently enrolled in graduate degree programs. Additional continuing education requirements include those regarding maintaining accreditation status, and may be, but are not necessarily part of, fulfilling certification requirements. All faculty members are evaluated yearly by the Director and must demonstrate competencies reflective of the mission (see Appendix A) of the school, specifically, and the system, generally.

Faculty members are expected to perform additional responsibilities including carpool and bus supervision and lunch and playground duties. Contact calls and personal conferences on a six week schedule are minimal expectations. Written documentation of these communications is also required. Faculty members also participate in ongoing evaluation of needs of the site and, on a more global basis, serve on committees designed for formative evaluation or in the planning and implementation of strategic plans for the whole school center. Faculty meetings are held, generally on an a

"as needed" basis, so that all members are expected to attend. Team meetings with the Director on a weekly basis during scheduled planning time are also part of the ongoing desire for all members to be recognizant of the current status of each particular unit.

Writer's Work Setting and Role

The writer is in an administrative role in the work setting. Specifically, the writer is the coordinator for a resource program which includes numerous responsibilities in addition to those ascribed to other faculty members. Unique to the position are responsibilities such as specification of referral procedures and the coordination of schedules between different grade levels. The writer is responsible for diagnosing, prescribing, staffing which also includes administration of fee schedules and budgets, billing, as well as implementing specialized instruction for children within the school setting. The writer supervises an additional staff member providing instructional services for a portion of those children staffed into the program. This allows for the instruction of all resource clients to be shared, and has generally been divided by grade level.

The writer also works in the capacity of a resource person for the classroom teachers. The writer may provide information regarding the design of appropriate modifications to the regular curriculum according to individual needs. Inservice instruction is also provided to the faculty at the request of individual teachers or the Director. A final responsibility includes serving as Director's Designee in the absence of the Director and Academic Coordinator.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the writer's setting, teachers were often
unable to participate in professional development
opportunities outside of those required by the school or
certification standards because of the need to supplement
their incomes with outside employment. Typically, that
additional means of income was secured through private
tutorial, a sometimes complex process. The policies of
the school imposed certain restrictions which applied
to tutoring students enrolled in the same setting. These
restrictions included limiting tutorial services to
children more than one grade above or below the tutor's
employment placement to insure that a conflict of
interest was not questionable. Further, if the student
was to be tutored at school, it had to take place after
the regularly scheduled teacher day, which meant that
after school the child needed to attend day care, for
which there was a minimal charge, or go elsewhere and
return at a later time.

Teachers tutoring students not enrolled in the

setting had to make arrangements for meeting at places other than the school because of insurance and liability concerns. Teachers often left school as early as possible, taking with them unfinished school work, or leaving it until the next day when that was appropriate. Since the instructional arrangement was that of team teaching, this sometimes impacted tasks, activities or additional shared responsibilities of the team. General responsibilities such as those described previously also consumed much of the teachers' time, either at school or in the evening. All of this contributed to a diminished amount of time for pursuing opportunities for professional development.

Secondly, many children in the community needed affordable tutorial assistance for continued success in school. Historically, parents had telephoned the school for referrals of teachers to tutor their children. When the teacher returned the call and described the services which were available through private tutoring, the parent then had to consider the cost of these services. Too often, the fee which the private school teacher charged was more than many families could afford. While some parents were able to adjust finances to meet this

need, others could not and the child was left without the professional support which would have helped the child reach the greatest potential.

The problem to be solved by this practicum dealt with these two areas. First, private school teachers in the writer's work setting had little time to develop their professional skills because of the need to work outside the school setting for financial reasons, and this work usually consisted of private tutoring. Secondly, many families in the community needed tutorial services that would meet not only the academic needs of the student but the needs of the parents as well in terms of availability, affordability, and amenability.

Problem Documentation

Documentation regarding the problematic nature of teachers' time and the need to supplement incomes was collected through a survey designed by the writer (see Appendix B). The results indicated a need as well as an interest in continuing to develop professional skills and supplementing incomes. Additionally, teacher requests to the Director for tutorial referrals, as well as personal interviews between the writer and teachers, served to establish that a real problem existed. Attention to the

second problem, that of parents in the community needing affordable tutorial services was gathered through personal interviews with public school teachers as well as from data collected from telephone requests to the school for the purpose of securing private tutorial assistance.

The results of the teacher survey (see Appendix B) provided evidence that 24 of the 26 instructional staff needed, at some time, supplemental income. Of that group, 23 have tutored privately to secure that additional income. Related to the issue of professional development, the survey indicated that although job responsibilities were great, the teachers continued to participate in professional development activities. Responses showed that 24 of 26 had participated in professional development over and above the requirements for recertification. The numbers in this case were misleading. Hours required by the Director for inservice training and continuing education courses were specified as means by which some of the faculty participated in these activities, but are not those which the writer sought to elicit. Nevertheless, it did indicate a strong degree of commitment to the profession and personal

efficacy. Of the total group of 26, 18 indicated an interest in participating in a program which would offer the opportunity to enhance professional skills and supplement income.

Additional results of the teacher survey indicated that those teachers tutoring privately spent more than five hours per week in this capacity. Most of the children were from other schools and were referred to the teachers by friends. Charges were at least $25.00 per hour.

These results confirmed for the writer that the faculty demonstrated a desire to enhance skills. This desire was impacted by the need to work outside of school in order to supplement incomes. For this group of teachers, private tutoring had served that purpose, but was costly related to the amount of time required.

A telephone log registered the number of calls received by the school of requests for tutorial services. The data indicated that following September and October, the trend was for the number of calls to increased and then to remain stable throughout the winter months with a slight increase again in April. Further, teachers documented requests which were received on a more

personal basis. Clearly, the need for tutorial services was necessary.

Causative Analysis

The issue of teachers and professional development at the writer's setting seemed to be largely caused by two problems. The first of those problems was the amount of time required by the teachers to fulfill the requirements of the job, which was often more than teachers in the public sector experience. The second factor related to the issue was that teachers in the private sector are often remunerated at a lower salary than public school teachers, and additional sources of income are required in order to maintain teaching status in the private sector. In the writer's setting, yearly salary increments were not stablished. This meant that not only did the teachers face the possibility of having no job since the number of teaching positions is directly dependent upon enrollment, but also that they could not rely on a steady percentage of annual increases. This uncertainty led the teachers to seek additional financial support, often through tutoring students privately.

The second issue concerned the growing evidence that

nationally children are achieving less and less especially in basic skills, which then impact higher order skills. Lowered achievement scores have been attributed to increased class sizes, teacher apathy, fewer special programs, and general cutbacks (Blume, 1984; Martin, 1988; West, 1984; Williams, 1983; Wise & Shaver, 1988). Parents from the community recognized the educational needs of the children, and often sought private tutoring in order to address those weaknesses. Calls to the writer's school to inquire as to the availability of tutors were common. Referrals were channeled usually by grade level, or area of expertise. When the teacher returned the call to discuss various components of setting up a tutorial session and the fees were shared, the parent often expressed concern related to the affordability of a private tutor. When the parent was unable to make adjustments to meet this increased financial responsibility or an alternate means of addressing the child's needs, those needs were likely to go unmet.

Relationship of the Problem to the Literature

The literature recognizes the dilemma of teachers and the need for continuing professional development opportunities, as well as lowered achievement scores of

students. Schlechty (1990), concerned for the future of America's schools and an advocate of reform, laments that without major efforts toward the professionalization of the teaching profession and providing for the continuing needs of teachers to systematically improve or enhance skills, America's schools will continue to fail at meeting the needs of society at large. Healy (1990) provides evidence that declining achievement scores are indicative of a greater problem, but maintains that since the 1970s, even the lowered reading test scores do not truly describe the critical point which achievement scores have reached.

Pertinent to professional development, the literature reveals that the time demands of the profession impact the time available to pursue these opportunities. Evidence is provided that teachers are required to spend time outside of the classroom in a number of extracurricular activities without supplemental pay by a number of authors, but Powell (1986) provides the most substantial statement regarding the responsibilities of the private school teacher and time demands. Powell's research defines the difference in the number of actual hours spent by the independent

school teacher in activities such as preparation time, or correcting papers in addition to those activities such as coaching, acting in the capacity of advisors to clubs and in evaluation of student progress.

In each case, those numbers exceed those required by teachers in other settings. In terms of general work hours, independent school teachers spend approximately 48 minutes per week per student as compared to 28 in the public setting. Preparation and clerical types of responsibilities accounted for ten of 55 work hours in the private sector with nine hours of 45 in the public sector. Additionally, almost half of the private school teachers participated in advisory type of student interactions as compared to only 14 percent of public school teachers.

These statements are validated elsewhere in the literature. Evidence for these demands being greater may be seen as having three causes. First, in the private sector, the need for a few hands to accomplish a number of tasks is greater than in the public setting. Secondly, the private school must make a greater effort in order to facilitate ongoing communication between the client and the school regarding students' progress, needs, or other information. Third, the requirement that

teachers participate in professional development opportunities during the summer months is not realistic. This is due to the fact that the need for supplemental income is great enough that the time required to maintain a certain financial level supersedes the desire for enhancing one's professional status (Bell & Roach, 1988; Kaikai & Kaikai, 1990; West, 1984).

In the literature, lowered achievement scores are reported in a somewhat broader nature. That is, public and private school achievements are sometimes compared, but the trend is to evaluate achievement from a global perspective. The evidence reveals that, as a nation, the lowered achievement of students is a matter of great concern (Blume, 1984; Martin, 1988; West, 1984; Williams, 1983; Wise & Shaver, 1988). In another report, Scott-Jones (1985) confirms this data but elaborates with a comparison of private and public schools. This author recognizes that although the scores of private school students may look higher, information is omitted which may give a more realistic, but less optimistic picture. Self selection of schools and curricular choices are among the choices which are not often considered in comparisons of this nature. The suggestion is made that

comparisons occur at the college level, rather than
earlier.

Scott-Jones (1985) contends that achievement scores
from public schools is a critical issue, especially for
poor or minority students. Healy (1990) specifies that
verbal scores on the SAT have declined by 47 points, and
math scores by 22 points. Recognizing that tests are
being attacked as well, Healy maintains that this measure
does provide a means by which to evaluate achievement
over a period of years. Worse, Healy continues to
document the inability of children to do more than just
recognize words; that is, the issue is that children may
be able to recognize words within context but are unable
to manipulate the language or to comprehend on levels
exceeding the literal level, and questions whether
the lowered scores which are reported may not actually
be lower.

Research suggests that for teachers, whether in the
public or private sector, there is a relationship between
the time spent in professional development and the need
to supplement salaries. Scott-Jones (1985) documents
that salaries of teachers are lower than the mean
professional salary for men, with the difference being
less for women. Low pay for teachers and increasing

demands to produce children with acceptable skills,
accompanied by the fact that in many cases, private
school teachers are expected to undertake various
extracurricular tasks with no remuneration (Blume, 1984;
Littleford, 1984), provides little time for additional
pursuits. Although the reported incomes of private
school teachers are much lower than those for public
school teachers (Littleford, 1984; West, 1984; Williams,
1989), outside employment is required for financial
survival even for some public school teachers (Bell &
Roach, 1988).

Research suggests a causal relationship between
lowered achievement scores at all levels (Healy, 1990),
and teacher attitude related to three factors: the
demands of continual adaptation of the profession, the
ability to make an impact at a higher level and student
achievement (Kaikai & Kaikai, 1990; Littleford, 1984;
West, 1984). Kaikai and Kaikai provide more
specific instances in delineating these concerns as
instrumental in causing teacher burnout. Institutions of
higher learning and industries substantiate the concern
of the basic skill level of those students entering
college and those individuals entering the work force
(Martin, 1988; Scott-Jones, 1985; West, 1984).

Contributing causes which may be seen as directly
influencing these three areas are recognized in the
literature. The variables of time required for
preparation of materials for quality instruction,
extracurricular responsibilities which sometimes do not
provide remuneration, and the need to supplement salaries
via outside employment are revealed (Bell, 1989; Kaikai &
Kaikai, 1990; West, 1984).

A final cause relates to lower salaries for private
school teachers than for public school teachers
(Littleford, 1984; Scott-Jones, 1985; West, 1984;
Williams, 1989). Undefined salary structures common in
the private sector regarding yearly increases,
meritorious pay, stipends for additional
responsibilities, and increases for advanced degrees or
multiple certifications (Littleford, 1984; West, 1984;
Williams, J., 1989; Williams, R., 1983; Brennan, 1981),
or other unspecified factors contribute to the teachers'
sense of insecurity regarding financial expectations or
needs. Additionally, private schools are largely tuition
driven, which impacts the ability to match tax payers'
dollars for education (Littleford, 1984; West, 1984;
Williams, J., 1989). Economic trends effect enrollment,

which in turn impacts salary, and this adds further concern regarding teachers' financial status.

Tutorial programs are supported in the literature. The incorporation of tutorial programs not only for the development of academic skills but for self concept enhancement have been successful (Davis & Denton, 1987). Other programs have been successful when peer teaching or tutoring has been used and have made an impact on slowing the downward trend of achievement scores (Chandler, 1988; Michigan State Board of Education, 1990). Some authors suggest that in general a "back to basics" movement will improve scores without the necessity of tutorial programs (Blume, 1984; West, 1984).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for this practicum. The goals of the writer were two-fold. The first goal was for teachers to have a resource for income other than "haphazard" tutoring while being able to participate to a greater extent in professional development opportunities. The second goal was that parents in the community would have access to tutorial services which were easily accessible, affordable, and appropriate to the needs of the students.

Behavioral Objectives

The specific objectives were identified as prerequisites to meeting the established goals of the practicum:

1. after the implementation period, all participating teachers will report an increased amount of time spent in professional development

activities as measured by a questionnaire (see Appendix C) designed by the writer.

2. after the implementation period, half of the participating teachers will report fewer time constraints regarding the need to supplement income and continuation of personal career development as measured and validated by a writer designed questionnaire (see Appendix C).

3. after the implementation period, all participating teachers will report increased income and greater reliability of income as measured by a writer designed questionnaire (see Appendix C).

4. after the implementation period, more than half of the parents enrolling students in the program will report satisfaction with, or value and appreciation of a community based tutorial program as measured by a questionnaire (see Appendix D).

Measurement of Objectives

Objectives were measured by a modified pre-post questionnaire procedure designed by the writer. The pre-post test design also provided flexibility for comparisons which were made between specific descriptors. This design was time efficient for those completing the

instrument and could be easily altered to meet needs which became evident during the course of the practicum, specifically from period to period. The questionnaires also had the flexibility to be used as assessment of needs for planning the training sessions and for both formative and summative tools of evaluation.

The questionnaires also included some questions of an open ended nature in order to assess observations which were not specifically objectives of the practicum. However, the pre-post test design was the one most heavily relied upon for assessment purposes.

Initially, information obtained from both the mentors and parents consisted of evaluating the situation as it existed. The change for the mentors was made up of training sessions to effect the mentor relationship which was viewed as an alternative to a tutorial situation for an eight week term yet provided a reliable and constant source of income. For the parent, change was effected via the provision of an affordable, convenient tutorial service, although not the result of the tutoring, which was measured by an informal reading inventory administered by the preservice teacher. Post-

questionnaire measures evaluated the effect of the
program for both groups.

For each session, mentor and parent evaluations were
analyzed utilizing raw scores for each of the
descriptors. At the end of the implementation period,
comparisons were made between the positive and negative
responses. These procedures were used as ongoing, or
formative measures of the needs of the program. Changes
were made as a result of these formative assessments.
The summative evaluation was the result of the last
session carried out during the implementation period as
well as the cumulative results of previous sessions.

CHAPTER IV

Discussion and Evaluation of Possible Solutions

The status of teachers is recognized in the
literature as vital in securing a more efficient and
effective system of educating the youth of America
(Schlechty, 1990). Among the many factors which comprise
this mammoth issue are those of professional development
and salary structures. Recognition of the teacher and
the worth of the individual seem to be at the root of
many of the solutions provided in the literature.
Globally, attention is given to cooperative efforts
between universities or colleges, utilization of the
teacher's expertise to become more of a facilitator and
the use of teachers as mentors to preservice and
beginning teachers. Further, the literature presents
considerations for compensating teachers in ways which
may be more demonstrative of the time and commitment with
which the profession is pursued.

It is noted that often inservice or staff
development opportunities are limited to the work setting
itself rather than cooperative efforts and that this has
not been effective in meeting teachers' needs (Kaikai &

Kaikai, 1990). Hirsh and Ponder (1991) lend credibility to this assertion in their research by documenting a disinterest on the part of teachers regarding the typical inservice day. Dumser (1991) presents the use of "mini-sabbaticals" for dealing with this issue. Coordinated efforts between classroom teachers and county level personnel, for the purpose of sharing ideas is the suggestion made by this author. The format suggests interested teachers formulating proposals and sharing, or networking them, with other professionals in the county interested in the same issues. The issues do not necessarily need to deal with academic behavior, but may also include affective levels of interaction for improving student behavior.

Collaboration between institutions of higher learning and schools has received great support. Not only are continuing education courses stressed for professional development, but should include utilizing the classroom teacher's expertise to be more of a facilitator rather than learner. This may be accomplished, for example, by the training or demonstration of instructional practices to preservice teachers or parent groups wishing to learn more about enhancing children's readiness or basic skills. Hirsh

and Powell (1991) support this collaboration for the purpose of redefining teacher preparation as well as for using classroom teachers as a means to test and try out new strategies. Mentorship programs are suggested as one way to provide opportunities for the classroom teacher to share expertise, and improve or extend existing skills.

Mentorship is recognized as a viable and positive opportunity not only for the teacher, but for the novice, as well. As awareness grows that teacher education reforms are in order, the option of using teachers as mentors provides one type of solution. The purpose of using mentors is necessarily to improve content area knowledge (Kennedy, 1991) but to provide a support system for the novice. Kennedy believes that mentorship programs are not always successful and gives suggestions aimed toward fostering success through training of mentors and allowing mentors to be released from regular responsibilities so that the mentorship role is the most important aspect of that teacher's position. The importance of teacher growth and support the use of mentors as a resource to provide personal and psychological growth for both mentor and mentee is recognized by many (Clemson, 1987; Hirsh & Powell, 1991; Thies-Sprinthall & Sprinthall, 1987). Liebert (1989)

likewise supports the use of mentors for preservice
teachers. Stages of development which are descriptive of
both mentor and preservice student are examined, and
results regarding the positive development of each
individual regarding professional worth and shared
expertise lend further credence to mentorship as a means
to professional development.

Specifically, mentorship programs have been and
continue to be utilized in order to meet the growing
demands of teacher preparation and professional
development. Beck (1989) documents that professional
development is the area most affected by mentorship.
Although this was not specifically a mentor/teacher and
preservice or beginning teacher relationship, the results
may be generalized that availability of professional
expertise and greater opportunities for "real"
experiences are similar to the relationship examined in
this practicum. Beck also substantiates the findings of
Thies-Sprinthall and Sprinthall (1987) regarding the
effects of mentorship to be of both personal and
professional value.

Million (1988) and Hawkes (1987) recognize the
inherent worth of mentorship programs toward the

development of leadership skills and provide guidelines for the selection of mentors. Each author is convicted that the mentor should fulfill the need of counselor, facilitator, and supporter. The mentor should not be in the position of making formal evaluations, but should provide the type of interactive relationship in which multiple leadership characteristics are modeled and developed.

Peters (1990) and Kaikai and Kaikai (1990) view mentorship opportunities as a means of meeting the needs of teacher education programs but also as a way of retaining capable teachers who often leave the profession as a result of burnout, dissatisfaction with the profession and the status relegated to it. Still other authors define specific mentorship programs, and the positive impact felt at all levels regarding the cooperative efforts between college or university level and school level. Descriptions of mentorship programs which have increased preservice teachers', beginning teachers', or parent volunteers' perceptions of acquired professional skills are available (Galvez-Hjornevik, 1985; Warring, 1990; Wise & Shaver, 1988). These programs have also shown the process through which a mentorship program may be developed at various levels.

The literature also makes suggestions relative to the issue of use of teachers' time to supplement incomes. First, the literature suggests compensation for those duties which are currently completed as part of the job description. These may include, but are not limited to, the participation as committee members for program development, mentoring of beginning teachers, or acting as lead teachers. Littleford (1984) and R. Williams (1983) see the provision of additional income, especially for the private school teacher, as vital to the maintenance of that population and the future of an effective educational system. Other suggestions found include use of supplemental pay for additional class loads as well as for tutoring needy students. (Brennan, 1981; Kaikai & Kaikai, 1990).

The research regarding teacher salaries is not promising, but suggestions are made which may lead to a greater awareness of the problem. Private school salaries have been, and continue to be lower than those in the pubic sector (Littleford, 1984; Williams, J., 1989). Many solutions to this problem are somewhat inflexible, at least from the point of view of the teacher. These options include the use of merit pay, defined salary structures, specific guidelines for yearly

increases or specialized assignments and increments for advanced degrees (Brennan, 1981; Hecker, 1986; Littleford, 1984; Peters, 1990; Williams, 1983).

Some authors indicate that the solution to teachers' need to supplement salaries should be met by providing those means within the system. Providing differentiated professional development opportunities will be critical factors in improving the levels of achievement (Hecker, 1986; Wise & Shaver, 1988).

In meeting the needs of teachers from a financial standpoint, it is hoped that those individuals with the greatest amount of expertise will remain in the field. Another benefit to increasing salaries, or the opportunity for supplemental pay for extra duties is that the teaching profession will once again be attractive to individuals skilled in the content, most specifically, the sciences and mathematics. An additional suggestion lies in a "back to basics" movement with emphasis on reading and writing (Blume, 1984; West, 1984).

Many authors have explored alternatives to this seemingly downward trend in achievement. Chandler (1988) suggests that making instruction more individualized through peer teaching or tutoring will promote greater

achievement. Other investigations have yielded similar
suggestions. In Michigan (Michigan State Board of
Education, 1990) numerous suggestions for increasing
achievement are provided, and guidelines for establishing
tutorial programs and the benefits which can be obtained
through tutoring and tutorial programs are discussed.

Similarly, in New York (New York City Board of
Education, Office of Educational Assessment, 1987)
evidence regarding the effectiveness of tutorial programs
has been established by Davis and Denton (1987) who
report the incorporation of tutoring which develops
academic skills as well as self concept as beneficial to
low achieving and minority students.

Evaluation of Solutions

Many suggestions provided in the literature had
potential for utilization in the writer's setting (Hirsh
& Powell, 1991; Kennedy, 1991) while others were out of
the writer's scope of authority. Those components
providing for specification and differentiation of salary
supplements could not be altered. Provisions for
alternate ways of addressing the income needs of the
teachers could be met through the initiation of a new
program (Littleford, 1984; Williams, J. 1989). Such a
program could create revenue for the specific purpose of

compensating teachers for participation as well as for
meeting other operational expenses. The program would be
designed on a break even basis, so that any costs would
be minimal.

Mentorship programs received much attention in the
literature regarding the value such programs provided to
the mentor and mentee (Clemson, 1987; Galvez-Hjornevik,
1985; Hawkes, 1987; Million, 1988). Because the writer's
setting is one of 12 centers of the university, with a
teacher education department as another, mentorship has
great possibilities. A mentorship program which sought
the collaboration of college instructors, preservice
teachers and classroom teachers might be able to meet a
number of needs.

First, the classroom teacher became involved in
teacher education, the results being documented that this
was a positive means of addressing professional
development through sharing expertise which enhanced
one's skills (Beck, 1989; Hawkes, 1987; Millon, 1988;
Thies-Sprinthall & Sprinthall, 1987). Tutoring needy
students was another suggestion provided in the
literature (Brennan, 1981; Kaikai & Kaikai, 1990) which
aligned itself with the mentorship aspect of professional

development and also a viable solution for the writer's setting. Children from the community, with needs in academic skills, were candidates for tutorial services which may not have been available earlier based on obstacles concerned with location, time or cost (Chandler, 1988; Davis & Denton, 1987).

The solutions generated by the writer, based on the principles of sound programming and given credibility in the literature were feasible, though somewhat complex. Coordination of efforts among the community, the college, and the laboratory school was necessary to implement a positive solution based on this available research.

Description of Selected Solution

The solution the writer generated sought to incorporate professional development opportunities with monetary compensation while meeting the needs of students in the community. This was accomplished through the coordination of those elements recognized in the literature as conducive to the empowerment of professionals. Since the purpose of the practicum was two-fold: attainment of opportunities for professional development which would also supplement salaries and meeting the academic needs of children in the community

in a appropriate and affordable setting, both components
needed to be operated simultaneousl. Initiation of a
reciprocal and cooperative effort between the laboratory
school and the instructors and students of the teacher
education department of the college, which is one of the
twelve centers operated on campus, was implicit.

Specifically, a Twilight School was developed. In
the Twilight School, master teachers acted as mentors to
preservice students who were enrolled in the evening
Career Development Department's Education Program as they
engaged in hands on field experiences with children from
the community. The Twilight School operated in the
writer's setting and was opened to community children in
grades kindergarten through eighth grade. Reading
skills was the area of instruction provided by the
preservice students enrolled in the college courses
specific to that content. These tutorial sessions,
implemented by the preservice teacher, and in accordance
with the guidelines established by the course instructor,
were supervised by the mentor teacher from the writer's
setting and were evaluated by the course instructor. The
tutorial sessions were designed around the college
calendar, running for eight weeks. Initially, the
Twilight School was designed to be opened one evening

per week, from 6:30 to 7:30 p.m.. Clients would pay a
break even charge for the 8- week session, payable in
two installments.

In addition to that content required by the course
itself, instruction included an individualized
instructional plan, computer assisted instruction and the
administration of an informal reading inventory in the
areas addressed during the eight weeks. Having the
college portion of the tutorial established, the
mentorship component was designed to provide guidance
through effective modeling, building skills related to
the teaching profession and greater awareness of the
processes and methods comprising the teaching profession.
The responsibilities of the mentors were limited from an
evaluative standpoint, as research (Hawkes, 1987) has
established the need for mentors to fulfill a role
separate and distinct from the course instructor.

The Twilight School was the vehicle for meeting all
of the needs. The school was opened initially one
evening per week, with the flexibility available for
expansion to four evenings per week, depending upon
enrollment at the college level and interest in the
community. The school provided clients to the preservice
teachers for hands on field experiences. The tutorial

sessions themselves lasted for one hour per evening over an eight week period. The Twilight School, which offered TUTOREASE, was run by a Coordinator. (TUTOREASE is an acronym which was used in advertising the school and represented the nine features of the school: Timely, Useful, Targeted, Organized, Reasonable, Empowering, Available, Specialized and Exciting.) Clients were solicited through advertisements in the community via newspapers, free announcements, flyers, church bulletin boards, and other low cost, available means. Parents paid for this service, the total cost being $120.00, or a per hour charge of $15.00; with billing procedures allowing for payment in two installments, the first and fifth weeks. This allowed mentors to be paid $25.00 per hour. The Coordinator was paid $400.00 for each term. Additional monies were used for the purchase of materials and general overhead costs such as insurance, electricity and replacement costs. Additionally, parents were asked to fill out an application form provided by the writer (see Appendix E). To identify the needs of the children the writer provided a checklist of skills for a range of grade levels, such as K-2, 3-5, 6-8 (see Appendix F). The skills were synthesized from

multiple sources as skills recognizant of the needs of students in the specified grades.Finally, parents were asked to provide the Twilight School with a copy of the child's most current report card.

The selection of a teacher as Coordinator was based on factors recognized as positive qualities of mentors, but also needed was a teacher who had already demonstrated leadership skills (see Appendix H). The responsibilities of the Coordinator were to coordinate the requirements of the college instructors and acted, generally, as a liaison between the college and laboratory school. The Coordinator was also responsible for collection of client applications (see Appendices E and F). Two behavioral objectives were written for each client in the form of an Individualized Instructional Plan (see Appendix G). These were disseminated among the mentors and preservice teachers at the initial meetings. The Coordinator monitored the progress of the clients and if necessary, provided assistance to the mentor/ preservice teacher team for modification of objectives.

Crucial to the success of the Twilight School was the identification and selection of mentor teachers. Those qualities recognized as indicative of positive mentorship abilities, desire, and need were considered.

Teachers had to fit the criteria specified in a job
description designed by the writer (see Appendix I) and
agreed upon by the instructors of the college courses.

Training was coordinated with the college
instructors regarding the requirements of the education
majors and specific instructional methodology which would
be part of the course content. Training for the teacher
as mentor was designed to incorporate those facets
documented in the literature (Hawkes, 1991; Million,
1988)as most effective and goals for the mentors as well
as for the education majors were specified.

Collaboration and coordination of programming
between Twilight School and education courses was
facilitated through meetings between the writer, college
instructors, Coordinator of the Twilight School and
mentors so that any necessary discussion would include
all participants. The staff of the Twilight School
received information regarding the specific objectives
required by the education majors. They were trained in
the process of effecting those behaviors, and in training
the preservice teachers to meet the instructional needs
of the clients.

In order to demonstrate the acquisition of
leadership and supervisory skills as explained in the

goals of the practicum, mentors communicated the
impact of these experiences during each term via a
summative evaluation collected at the end of each eight
week college term. To effect this, mentors were part
of a collaborative team and were instrumental in
implementing a plan of instruction as designed by the
course instructors and Coordinator. Mentors met with the
preservice teachers in seminar sessions designed to
facilitate lesson implementation and for the purposes
of providing suggestions for initiation of activities and
feedback following instruction. Mentors also acted as
models for specific instructional methods and for the
first session, demonstrated effective teaching practices
for the observation of the preservice teacher.

The initial class meeting served numerous purposes.
Here, mentors and preservice teachers were matched, with
the understanding that one mentor would work with those
preservice teachers for the entire eight week period
unless the combination was ineffective. Secondly,
clients were provided, with background data and the
objectives selected by the Coordinator. A third purpose
served at this meeting was an explanation of schedules
for the prior review of lesson presentation, observation,
instruction by the mentor. Feedback following the lesson

was also made clear. The format included mentors and
preservice teachers meeting for approximately one half
hour before instruction began. At this time, mentors
demonstrated instructional techniques or provided other
feedback regarding the implementation of the particular
lesson. Mentors and preservice teachers sometimes chose
to meet after the tutorial session had concluded for
further feedback or at additional times during the
week to facilitate the development of future lessons or
instructional practices. Mentors were responsible for
the preparation of the first evening's activity, and
perhaps subsequent lessons as needed by the preservice
teacher.

Not only was feedback from the mentors expected in
the way of formative and summative evaluations, but
evaluation in terms of student progress and parental
satisfaction, as communicated in the goals of the
practicum. The progress of the clients was measured by
percentage of right/wrong answers on individual
objectives based on comparisons between initial and
and ending percentage of correct answers. At the end of
the 8-week session, parents evaluated the program via a
questionnaire designed by the writer (see Appendix D).
These evaluations served as summative evaluations for the

eight week session, and formative evaluations for subsequent sessions.

Report of Action Taken

Twilight School operated in conjunction with an evening teacher education college program which aimed to increase preservice teachers' field experiences. Twilight School operated on the same 8-week session followed by the college.

Permission to operate Twilight School was secured from the University. This involved submitting budgetary proposals as well as a description of the program and coordination with the appropriate college level officials. The original budget specified that one mentor per 10 clients would be hired, with one additional staff member present for three sessions to oversee the computer lab operation. The Coordinator would be hired regardless of number of children enrolled. Additionally, justification and explanation of the program included differences between Twilight School and an existing program whose target population is learning disabled children.

Marketing strategies were designed according to the policies specified by the University. Flyers which were

designed also had to be approved. Other public relations
strategies were discussed as well and several options
were chosen. Since one of the target populations was the
community children, most of whom attended public school,
a letter describing Twilight School with a copy of the
flyer was sent to the Superintendent of Schools. The
possibility of advertising in the county schools had to
be approved by the local school board.

In the interim, flyers were distributed to private
preschools, kindergartens, day care centers, elementary
and middle schools within a ten mile radius. The
University facilitated press releases to internal and
external news sources so that children could register
well in advance of the first evening.

During this phase, the Mentor Coordinator was hired
along with six mentors. It was explained to the mentors
that they might not all be used during the first session,
as the requisite number was dependent upon enrollment,
which had not been determined. The training sessions
were necessary regardless of which session the mentor
participated, so this actually turned out to be a time
saver for both the writer and the teachers. For these
training sessions, a manual had been developed which

outlined background information as well as specifics of the total program. Training for the mentors consisted of two meetings. The first provided specifications regarding the mentor/mentee relationship and how these fit into Twilight School's design. The second meeting utilized the syllabus from the college course to specify those requirements and objectives for which the preservice teachers would be responsible. Knowledge of course content and reviewing specific instructional designs were provided in order to help the preservice teacher make the transfer from theory to practice. The designation of a seminar time from 6:00-6:30 p.m. was to be provided so that the mentors and preservice teachers would have an opportunity to discuss lessons, plans, difficulties which may be encountered. They would also share experiences and document the preservice teacher's participation in a variety of activities designated by the curriculum of the college course. A time designated folowing the tutorial was specified and led jointly by mentors and college instructors to futher enhance integration. Questions regarding the use of materials, amount of "real time" which would be required, and payment schedules were answered. Also specified was the designation of the final week of the session as a

time for evaluation of the children and conferencing with the parents.

At the same time, the writer secured locations for the operation of Twilight School, ordered materials and began accepting enrollment. By this time, the local school district had replied to the writer's request for advertising in the public school, but rejected the proposal. The reason given was that typically, doctoral students are involved in nonrevenue projects and because of the fee. They did not feel that it was appropriate to support Twilight School.

Enrollment and billing procedures began. When a parent called to enroll children in the Twilight School, the procedures consisted of mailing out a Parent Application (see Appendix E) and checklist of skills appropriate to the child's grade level (see Appendix F). A letter detailing the procedures, times and directions to the school was also provided. Questions from the parents were answered as fully as they could be, with two questions being asked most often: what would the student/teacher ratio be and did we really expect that reading scores would improve in eight weeks. The writer responded that until college and Twilight School

enrollment was complete, we would not know the ratio of students to preservice tutors but expected to be able to keep the number to one or two students to preservice tutors. The writer did not promise significant reading gains, more from the standpoint of not knowing the individual children than from being wary as to the potential of the program. However, it was stressed that one outcome likely to occur was that the child would develop greater confidence in his/her skills, increasing the likelihood to read. More time spent reading might result in some change. When it was apparent that a child had learning difficulties which could not be met in Twilight School, the parent was referred to a program which could meet the child's needs more appropriately.

Until this time, the writer had been responsible for all of the operational and organizational details. From this point, the Coordinator contributed to the overall planning and organization of the first session. Upon receiving the application, checklists and report cards, the Coordinator wrote behavioral objectives and designed a computer assisted instructional program which matched those objectives. The computer specialist from the writer's setting programmed the lessons. The Coordinator also worked with the mentors to design the first

evening's lesson, to be presented via direct instruction for the preservice teachers' observation. Follow up activities were provided for individual children's needs.

The scheduling provided for three 20-minute segments, including directed lesson, computer assisted instruction and follow up activity. Grade level groups rotated through each different segment so that the computer lab would be used during the entire hour. This also allowed the lab not to be overcrowded and made it easier for the adults to be positioned close to the child with which s/he was working. One desire was to have the children participate in activities which could be taken home each evening so the parents would be able to have an indication of what the child was doing each week. Further, the Coordinator grouped children in pairs according to similarity of needs in the event that there were not enough preservice teachers to offer one on one tutorials.

The first 8-week session of Twilight School opened with an enrollment of 25 children. For this enrollment, three mentor teachers had been hired. The writer had designed a newsletter for the clients to introduce the staff of Twilight School. These were distributed the

first evening. Fifteen volunteer preservice teachers were brought to Twilight School after a short introduction at the beginning of their first class meeting. This meant that each mentor supervised five preservice teachers.

When the children arrived, the parents made the first payment and were able, in most cases, to have a brief tour of the computer lab and areas in which the children were going to work. They met the mentor teachers and got acquainted for a few minutes while waiting for the preservice teachers to arrive. When the preservice teachers arrived, the mentors followed the schedule, either taking the children to the lab or presenting a lesson for observation. Preservice teachers selected the age group with which they wished to work and were assigned either one or two students. They exchanged telephone numbers with the mentor teachers and returned to their regular class meeting.

The second through seventh weeks provided the mentors and preservice teachers with the seminar time, as designed originally. For the second week, preservice teachers observed a lesson demonstrated by the mentors and then worked with the children on the computer lessons and follow up activities. As the weeks progressed, the

mentor became less involved with the children's instruction, providing guidance, feedback and demonstrating only when necessary. The seminar sessions for all students prior and subsequent to lesson implementation and additionally as deemed necessary by mentor or preservice teacher provided a successful conduit for ideas and instructional practices.

Operational procedures required that advertisement for the second session be initiated during the second week. This was done again through the university's public relations department. On Week 4, the writer sent out notices regarding final payment and to notify parents of the conferences which would be given on the eighth evening. The following week, payments were collected and reenrollment registrations were distributed. The evening designated for Twilight School changed for the second session to meet prior scheduling arrangements of the college.

Due to the number of calls received for the second session, it became necessary to ask for a $20.00 deposit, with the two payments being made as before, on Weeks 1 and 5, but in $50.00 installments. Additional mentors were utilized in order to meet this need.

On the eighth evening, children were given a short individual reading inventory based only on the objectives which had been specified for them. The results of these evaluations and the activities in which the children had participated were shared with the parents by the preservice students and supervised by the mentors. Mentors filled out Mentor Questionnaires (see Appendix C) for the purpose of formative evaluations. Parents completed the Parent Evaluations (see Appendix D).

Parent evaluations indicated that they would like more conferencing time during the 8-week session. Further, they suggested the use of pretests as opposed to the checklists for evaluating the children's progress. Changes were made for the second session related to the pretest suggestion. However additional conferencing time was not workable due to the short amount of contact time provided by the program design. A letter was designed for the second session indicating that parents could reach the mentor for an "update" during the session if they wished.

Enrollment for the second eight week session was 42. As mentioned, additional mentors had been hired and the volunteer preservice students were solicited. The session operated as described before, including the

billing and advertising procedures. Preservice teacher volunteers participating for a second time took part in activities differing from their first involvement. Those activities were of a more complex nature, in the cognitive and performance areas. Again, when it was time to inform the parents of reenrollment, the evening was changed, this time to Tuesday. Because the third session would be carried out through the summer, new mentors were also trained. The number of children enrolled for the next session was 36, with four mentors.

For this session, the format changed slightly from volunteer basis to that of required participation. All aspects of Twilight School ran smoothly as the instructor required participation and worked closely with the Twilight School staff to ensure that transfer of knowlege from course content to field experience was facilitated. It was for this session that enrollment was closed due to the number of preservice students enrolled in the class and the program design to facilitate, as closely as possible, one to one or one to two tutorial. Another change for this session included the monitoring and charting of preservice students' participation in selected activities by the mentor teacher. This had not

been an issue before as volunteers had been used.

For the fourth session, the evening was changed to Friday. Enrollment was only 16 children but was not an issue as only 11 preservice teachers were enrolled in the course. Again, the instructor required participation and the course design and requirements facilitated experience in Twilight School. Operationally, Twilight School continued as described. More materials were ordered, largely for the higher grades as the setting, an elementary school, was limited in what was available and enrollment for children in grades six to eight continued to increase. This fourth session completed the requirements of practicum but did not conclude Twilight School.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problems addressed by this problem were two-
fold: first, the issue of teachers not having enough time
to participate in professional development opportunities
due to a need to supplement incomes and secondly, the
need in the community for affordable, convenient tutorial
services. The solution was the development of a Twilight
School. Twilight School provided reading tutorial
services for children in grades kindergarten through
eight. This was accomplished through the use of mentor
teachers for preservice teachers participating in a
Career Development Program for a degree in education.
Typically, these students are employed full time and are
taking these evening courses in order to change careers.
The opportunities for exposure to classroom settings and
children of differing grade levels are limited. Another
practicum, aimed at changing those opportunities for
field experiences operated in tandem with this practicum.

There were 4 objectives and 2 target populations for
this practicum. All objectives were met for both groups.

Results of questionnaires completed by mentors and
parents provided the documentation. While no number
goals were set, the criteria which was set was high for
meeting the objectives successfully. Of 119 children
participating in the program, 98 parent evaluations were
returned. All of the mentors and the Coordinator
returned theirs, but not for multiple sessions unless
they had additional suggestions for change. It should
also be noted that when children were enrolled for
multiple sessions, often the parent would not return the
repeat evaluations.

Objective 1 : The first objective was to increase,
for all participating teachers, the amount of time spent
in professional development activities when it was not
otherwise required. All teachers reported increased time
in professional development opportunities as a result of
their experience in Twilight School.

Other outcomes shared which relate to the first
objective include the opportunity to become more
reflective of one's own teaching style. Seven mentors
specified that their participation in Twilight School
caused them to evaluate not only personal teaching styles
but to investigate materials and methodology which they
had not used previously. Enhanced knowledge of

preserivce students' concerns regarding teaching and
prior experiences with children was also a benefit of the
mentor role. Last, five mentors related that an overall
sense of appreciation for their efforts toward the
preservice students and the children was felt. Working
with a population different from the work setting gave
them valuable insight and also offered the opportunity
for them to make comparisons between private and public
education. Another comment provided by several mentors
was that they felt their leadership and communication
skills had improved. Suggestions provided by the mentors
included lengthening the sessions to 12 weeks, which was
not feasible and more time scheduled for meeting with the
preservice teachers.

Objective 2: The second objective sought to
alleviate the time constraints associated with private
tutoring for supplementing income by providing a common
location and reliable days and hours. To be successful,
half of the teachers needed to report that they spent
less time in preparation or associated tasks than
required of private tutorial. In this instance, one
teacher responded that this was not true for her. Others
indicated that less travel time alleviated the

constraints of private tutoring. One of the mentors
participating during the summer session indicated that
having one place to go to was more beneficial and
reliable than going to private homes, and often finding
the family gone or involved in some activity which was
interrupted by the tutoring.

Objective 3: The third objective specified that all
teachers would report an increased income and greater
reliability of income from participating in Twilight
School. With the exception of one, all teachers reported
both increased income and greater reliability of income.
The one teacher responding negatively offered explanation
by way of dissatisfaction with being paid in one lump sum
at the end of the session. As this was not within the
control of the writer to change, and since that was
specified initially in mentor training sessions, it is
felt by the writer that the objective was met to the best
of the ability of the program. This same mentor reported
that the compensation was not adequate. Two teachers
reported that they liked the flexibility of
participating, then declining during subsequent sessions,
and knowing that if the program continued, they would
have the added opportunity and source of income. This
was a distinct advantage over having to wait for

referrals from friends or calls to the school. And,
again, it was a full eight weeks of reliable income.

Objective 4: The fourth objective focused on
parental evaluation of the program. The criteria for
success was specified as half of the participating
families. This level was achieved in all areas, with
some areas indicating a great degree of approval. The
objective was specific to three areas: amenabilty, or the
appropriateness of the instruction to the child's need,
accessibility, or convenience of location and finally,
affordability.

Given three choices, the parents responded to each
descriptor by yes, somewhat or no. Of 98 responses, no
parents indicated that the instruction had been
inappropriate. Instruction was reported as somewhat
appropriate by 13 parents and by 85 as very
appropriate. Other indicators reflective of the quality
of instruction included such items as seeing improvement
in the child's school work and improved confidence, on
the child's part, in reading skills. The responses of 54
parents indicated that they, or the child's teachers had
seen a change in skill level, with 40 indicating some
change being noticed. Only four parents indicated that

there had been no change in skills. Parents of 66 childen indicated a change in the child's level of confidence with only two indicating that the child's confidence had not improved.

The location was reported as easily accessible by 70 parents, with 18 indicating that it was somewhat convenient and 10 that it was not convenient. This did not surprise the writer as the publicity received via the newspaper articles was picked up by locales much further north than specified originally. Some parents indicated that they drove three-quarters of an hour to attend, but that because their children had enjoyed the program, felt it was worth the time spent traveling. Many parents requested that the program be continued at the north campus of the laboratory school, which would then be more convenient for them and broaden the population which could be served.

The third component, affordability, was overwhelmingly successful. No parent indicated that the program was not affordable. It should be noted, however, that two children stopped coming when the parents could not pay. Although they did not share this concern with the writer at that time, their checks were returned uncollected. The writer attempted to make other

arrangements with the parents but they offered other excuses for the withdrawal.

A narrative section was provided for additional comments related to parent perceptions of Twilight School. The most frequent comments requested additional nights or longer periods of instruction. The parents reported that the children found no negative aspect. In some cases, the parent felt that continuing with the same tutor would have been beneficial. They also commented that keeping the evening consistent would have helped, although they had been so pleased that making arrangements for differing nights was less awkward than not having Twilight School available. One of the most significant and frequent comments for the writer related to the affective gains of the children. The parents reported that the children had grown in confidence in their reading skills, even when the teacher had not noticed significant gains. The parents felt that this was at least as important as skill development as they apparently understood the relationship between self concept and learning.

Discussion

The mentorship program provided by Twilight School afforded mentors an opportunity to participate in professional development that was new to them. The experience of collaborating with the college was positive from the aspects of providing the teachers with an opportunity to reflect on personal teaching skills and become familiar with concerns of preservice teachers. The results substantiated others found in the literature which recognize the value of the classroom teacher in the preservice teachers' experience. Twilight School provided the preservice teachers with a resource which has been demonstrated as viable for psychological growth for both the mentor and mentee (Clemson, 1987; Hirsh & Powell, 1991; Thies-Sprinthall & Sprinthall, 1987).

Alleviating the time constraints associated with private tutoring was successful for most of the mentors. Recognition of the mentors' skills and the value of their time in the way of a stipend for mentoring was supported in the literature (Littleford, 1984; Williams, R., 1983). Providing the time, clientele and materials within the setting also proved to be one of the more attractive

features for the mentors and validated prior research (Hecker, 1986; Wise & Shaver, 1988).

The comments offered by parents and explained previously indicated that Twilight School had the same results as other tutorial programs reported in the literature regarding self concept and development of academic skills (New York City Board of Education, Office of Educational Assesment, 1987). The benefits of participation in Twilight School as reported by the parents provided further evidence that tutorial programs meet a need in slowing the downward academic trend in achievement (Chandler, 1988; Michigan State Board of Education, 1990).

In summary, it is apparent that Twilight School met a variety of needs. It provided consistent, reliable opportunities for professional development and salary enhancement. It also provided the community with a valuable service for children experiencing reading difficulties. Further, it provided what could be a significant association between the college program and laboratory school.

Recommendations

Mentors and parents indicate that Twilight School is of great enough value to be continued. The writer has received numerous calls requesting that tutorial services be extended to include math and other content areas. The specified grade levels do not need alteration, as only four calls were received with requests for higher grade level services.

The writer would recommend continuation of the program as it currently exists with two significant recommendations. The college and cooperating instructors should require participation rather than offer it on a volunteer basis. Secondly, scheduling on consistent evenings from term to term would be beneficial. Recommendations relative only to Twilight School would suggest that a tutorial program be available which would reach children needing help intermittently, as opposed to regularly. For instance, one mentor might be available on the given evening for any "drop in" student needing assistance. As this would be very difficult to plan for, it may be more feasible for the Coordinator to take over this role, as she is always present and the duties fluctuate more so than for the mentor teachers.

It may also be time for math tutorial services to be offered, depending on the interest of college instructors in pertinent courses in order to secure preservice teachers. Mentor teachers from the writer's setting but in the upper grades could also participate as at the upper levels, the content becomes more specific, such as in algebra or geometry.

Dissemination

This practicum will be submitted for presentation at conferences or seminars focusing on community tutorial services. The dual practicum has potential for a greater audience. Submission to college level conferences has been initiated. The practicum should be shared with other colleges offering evening educational majors and with corporations seeking to establish on site educational facilities for their employees' children.

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APPENDIX A

MISSION STATEMENT

School Mission Statement

The major purpose of the School Center is to provide a
variety of alternative educational environments for children
and adolescents in the _____University and _____
communities. In the _____University continuum, the School
Center programs offer young children and adolescents, in the
average to gifted range of ability, the opportunity for
college and life preparation through the acquisition of those
pre-professional skills and ethics, necessary for success in
twenty-first century America.

The School Center programs are committed to achieving and
demonstrating those elements of learning, teaching, and
technology that comprise "excellence in the classroom".

The School Center is committed further, to providing the
professional and educational community with its theoretical
and practical resources, thereby enhancing and impacting
elementary and secondary public education both locally and
nationally.

APPENDIX B

TEACHER/MENTOR SURVEY

TEACHER/MENTOR SURVEY

The purpose of this survey is to collect data regarding the professional activities of private school teachers. Please take a few minutes to answer the following questions so that we can more clearly define needs and explore the most effective means of meeting them. Please answer by marking either "Yes" or "No" for each. When it is appropriate, please circle the answer which best describes you.

1. Do you participate in   YES   NO
   opportunities for professional
   development other than that required
   for recertification?

2. If so, how many hours in the
   past year?

3. How many hours do you spend in
   classroom preparation (outside of
   regular school hours) per week?   <5   5-7   8-10 10+

4. Other than the mini conference in   YES   NO
   which all staff members participate
   during preplanning and inservice days,
   does the school provide professional
   development opportunities?

5. If so, describe them

6. Does the school provide opportunities
   for you to enhance your salary other   YES   NO
   than summer curriculum development
   projects?

7. Do you work outside of school in   YES   NO
   order to supplement your income?

8. Are you currently, or have you in   YES   NO
   the past, tutored children as a
   means to supplement your income?

9. If so, how many hours a week has
   this required?   3   4   5   6   7   8

10. What is your average "travel time",
    including going from location to
    location?   <1 hr.   2-3 hrs. 3-5 hrs.

11. What is your fee per hour? $10-20 $20-30 $30+

12. From what sources do your
    clients come:

    other schools   YES   NO

    friends, or word of mouth   YES   NO

    referrals from school   YES   NO

13. Would you be interested in
    mentorship of preservice students
    in order to:

    -supplement income   YES   NO

    -develop professionally   YES   NO

    -both   YES   NO

Please feel free to provide any other comments regarding the
issues of professional development and salary enhancement.

Thank you for your thoughtful responses!

APPENDIX C

MENTOR EVALUATION

Mentor Evaluation

Thank you for your interest in participating in this program. The goals are two-fold: to provide you with an opportunity to engage in professional development while supplementing your income. You will be sharing your expertise with preservice teachers in the education department of our college. Additionally, the community will be provided with affordable tutorial services.

Please take a moment to circle a response to the following questions. These questions will be utilized later as an evaluation of the program.

PROFESSIONAL DEVELOPMENT

1. How many hours, since the beginning   <5   5-10   10+
    of this school year, have you engaged
    in professional development activities
    which were not required either by the
    school or for recertification purposes?

2. In what tyes of activities do you participate
    in order to broaden your expertise

    a. reading professional books   YES   NO

    b. participating in collaborative programs   YES   NO

    c. exploring various topics such as use of   YES   NO
        technology, instructional or management
        techniques

    d. designing workshops   YES   NO

    e. other (please specify)

3. Does your participation in these activities
    encourage you to reflect on your own teaching
    strengths/weaknesses?   YES   NO

    Pleasse describe:

4. Have you been able to share your expertise
    with:(Check all that apply.)

    a. other professionals   YES NO

    b. interns   YES NO

    c. education students   YES NO

SUPPLEMENTAL INCOME

1. Do you need to supplement your income ?   YES NO

2. If so, how do you do this: (Check all
    that are applicable.)

    a. part time employment out of field   YES NO

    b. tutor privately   YES NO

    c. teach at college level   YES NO

    d. teach in adult education courses   YES NO

    e. other

3. If you tutor, is it regular and consistent?   YES NO
    That is, are you able, from one term to the
    next, to depend on the number of clients or
    the number of sessions required to meet your
    financial needs?

4. If you tutor, does tutoring serve the purpose
    of broadening your professional development?   YES NO

TIME

1. Does the time you need to spend supplementing
    your income impact the time you may be able to
    spend in pursuing professional development?   YES NO

2. How many hours do you currently work to
    supplement your income?   <5 5-10 10+

****

1. Would you prefer that you had more time
   for professional development?   YES   NO

2. Would you prefer that your outside source
   of compensation be reliable as opposed to
   haphazard?   YES   NO

3. Would a combination of the above two factors
   interest you?   YES   NO

APPENDIX D

PARENT EVALUATION

Parent Evaluation

We appreciate your participation in our Twilight School and trust that it has been a successful experience for both you and your child. Please take a moment to help us evaluate the program so that we can make necessary adjustments in order to provide for the continued success of the children as well as for the program.

Please circle the response which best reflects your feelings about the program. Please indicate either a "Yes ", "Somewhat (S/W),or "No" response for each item. Your honest response will help us capitalize on the effective aspects and alter those which need to be changed.

Again, thank you for your replies and for your cooperation through the past eight weeks. It has been a pleasure to work with you and your child.

1. The activities covered your child's area of need.	YES	S/W	NO
2. You, or your child's teacher saw an improvement in the child's work at school.	YES	S/W	NO
3. Your child feels better about his/her reading skills.	YES	S/W	NO
4. The relationship between tutor and child was friendly.	YES	S/W	NO
5. Your child's progress was shared with you in a clear manner.	YES	S/W	NO
6. Tutoring was efficient.	YES	S/W	NO
7. Was convenient in terms of location.	YES	S/W	NO
8. Was reasonable in price structure.	YES	S/W	NO
9. Enrollment procedures were clear and easy.	YES	S/W	NO

10. Billing procedures   YES   S/W   NO
    were efficient.

11. Would you reenroll in the
    Twilight School?   YES   NO

What was the most attractive feature of the program for you?
for your child?

What was the least attractive feature of the program for you?
for your child?

Again, thank you for your time and thoughtful responses.

APPENDIX E

PARENT APPLICATION

PARENT APPLICATION

It is our belief that all children are unique. It is the
purpose of this project to enhance the educational growth of
your child in a positive manner by providing tutorial
services commensurate with your child's unique needs. Please
take a moment to answer the following questions so that we
may design the most appropriate program for him/her.

Thank you for your time and trust.

Parent's Name_____
Address_____ City_____Zip_____
Phone_____ Emergency Number_____

Child's Name_____

Date of Birth_____

Age_____

Grade in School_____ School _____

Child's favorite subject_____

What does your child like to do in his free time at home?

_____

_____

Have you, prior to this program, ever pursued private
tutoring for your child?_____

Was tutoring recommended for your child?_____

If so, by whom?_____

Did you follow through with having your child tutored?_____

If not, why? (scheduling difficulties, distance, cost, etc.)

_____

Please attach a copy of your child's most recent report card
so that we may begin to group children with similar needs.

The following pages contain lists of reading skills. Please
use those which pertain to your child's grade level. Please
check (+) the skills which give your child the most problem,

(page 2 of parent application not included in copy received by ERIC)

APPENDIX F

SKILLS CHECKLISTS

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SKILLS CHECKLISTS
Grades K-2

Please (+) those skills which you think, or you child's teacher has indicated, could be improved through additional instruction. Feel free to ask questions if you are unsure of any of the descriptions.

Readiness/Word Identification/Phonics
_____ Identification of upper case letters (A,B,etc.)

_____ Identification of lower case letters (a,b,c)

_____ Classfication by size, color, shape

_____ Recognition of rhyming words

_____ Identification of consonant sounds

_____ Identification of short vowel sounds (cat, fed, hit)

_____ Identification of long vowel sounds (cake, kite, bean)

_____ Recognition of basic sight words (color, number, utility words, those in current readers, days, months) appropriate to level

_____ Ability to "sound out" words

_____ Spelling

Comprehension
_____ Identification of main idea

_____ Recall of detail

_____ Predicting outcomes

_____ Distinguishing between fantasy and reality

Structural Analysis
_____ Use of endings such as -s,-es, -ies

_____ Use of endings such as -ed,-ing

_____ Use of endings such as -er, -est

____ Use of compound words appropriate to level

____ Use of contractions appropriate to level

Composition
____ Use of punctuation

____ Use of capitalization

____ Ability to write complete sentences

Handwriting
____ Ability to print upper case letters (A,B,C)

____ Ability to print lower case letters (a,b,c)

____ Directionality of letters

____ Directionality of numbers

Skills Checklist
Grades 3-5

Please (+) those skills which you think, or which your child's teacher has indicated, could be improved through additional instruction. Feel free to ask questions if you are unsure of any of the descriptors.

Phonics

____ Identification of short vowel sounds (cat,hit, mud)

____ Identification of long vowel sounds (cake, like)

____ Identification of vowel sounds in combination (beet, rain)

___ Identification of digraphs and blends (bl, br, gr, st, nd, lk)

____ Identification of dipthongs (oy, oi)

____ Identification of r controlled vowels (ar, er, ar, or)

Vocabulary

____ Use of synonyms (similar meanings)

____ Use of antonyms (opposites)

____ Use of homonyms (words which sound the same, or are spelled the same, but have different meanings)

____ Use of prefixes (re-, un-, dis-, etc.)

____ Use of suffixes (-ly, -ness, etc.)

____ Use of possessives

____ Appropriate use of verb tense

Comprehension

____ Recognition of main idea when stated

____ Recognition of details

____ Identification of topic sentences

_____ Stating cause and effect

_____ Locating information to verify answers

_____ Predicting outcomes

_____ Inferring relationships

_____ Recognizing story elements (character traits, humor, seriousness)

_____ Predicts/infers sequence of events

_____ Recognition of similarities and differences

_____ Drawing conclusions

Study Skills
_____ Following written directions

_____ Use of dictionary

_____ Use of table of contents

_____ Use of maps or other diagrams

_____ Proofreading

Writing
_____ Writing complete sentences

_____ Writing topic sentences

_____ Writing paragraphs

Skills Checklist
Grades 6-8

Please (+) those skills which you think, or your child's
teacher has indicated, could be improved through additional
instruction. Feel free to ask questions if you are unsure of
any of the descriptors.

Word Identification\Vocabulary
_____ Recognition of basic sight words appropriate to success
at grade level

_____ Application of phonic analysis for unknown or content
specific terms

_____ Appropriate use of prefixes and suffixes

_____ Syllabication of multisyllabic words

_____ Application of context clues for meaning of unknown
words

Comprehension
_____ Location of topic sentences and details

_____ Stating main idea in oral or written form

_____ Providing answers to questions of either a literal or
factual content narrative

_____ Providing answers to questions requiring drawing
conclusions, summarizing or generalizing

_____ Critical evaluation of material

_____ Distinguishing between fact and opinion

Study Skills
_____ Use of textbook aids

_____ Use of dictionary

_____ Note taking
_____ Outlining

_____ Study strategy such as SQ3R

APPENDIX G

JOB DESCRIPTION: MENTOR COORDINATOR

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Job Description: Mentor Coordinator

The Coordinator of Twilight School shall possess an advanced degree in the area of reading, elementary education or learning disabilities and have at least seven (7) years of classroom experience. Additionally, the Coordinator shall have demonstrataed instructional proficiency or be otherwise identified as a "master teacher' by references from employers or peers.

The responsibilities of the Coordinator shall include:

*interfaace with college faculty and laboratory school for the purposes of curriculum development and procedural guidelines for the efficient operation of the mentor program;

*attend mentor training classes

*coordinate and assign mentors to preservice teachers

*provide supervision of mentors and guidance related to ongoing relationships between mentors and preservice teachers

*accept parent applications for clients

*write behavioral objectives for clients

*group and schedule clients according to need

*as program expands, assume responsibility for billing

APPENDIX H

INDIVIDUAL INSTRUCTIONAL PLAN

Individual Instructional Plan

STUDENT'S NAME _____

GRADE _____

TUTOR_____

MENTOR_____

INSTRUCTIONAL AREA _____

BEHAVIORAL OBJECTIVES:

1._____

_____

2._____

_____

INSTRUCTIONAL STRATEGIES:

_____

_____

_____

INSTRUCTIONAL MATERIALS:

_____

_____

APPENDIX I

JOB DESCRIPTION: MENTOR

Job Description: Mentor

A mentor for the Twilight School shall possess a minimum of
five years of classroom experience and have demonstrated
proficiency as identified by the team leader or other
administrator at the laboratory school. Additional
characteristics should include the ability to work with other
professionals and assume a leadership role. The applicant
should indicate a desire to develop supervisory and enhance
leadership skills. Financial need will also be considered.

Responsibilities will include:

*meetings with college faculty for definition of expectations
 of mentors and preservice teachers

*attendance at training sessions

*weekly meetings with assigned preservice teacher prior to
 each instructional session for approval, suggestions related
 to plans, materials to be used in tutorial session

*weekly meetings following instructional sessions, or
 scheduled at the convenience of both mentor and preservice
 teacher for the purpose of guidance, feedback, planning for
 subsequent sessions

*demonstration of specified instructional practices as
 enumerated by college instructors
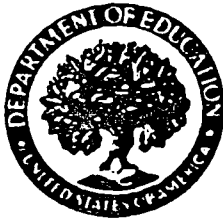
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