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ABSTRACT
         Designed for use by teachers participating in the
Right-to-Read volunteer tutor-training program and by those who wish
to develop and conduct such a program, this handbook is intended to
provide a starting point for teachers and trainers of teachers to aid
them in developing their own tutoring programs. The handbook provides
information on the teacher-tutor relationship including goals of the
volunteer tutoring program, training volunteers, planning and
implementing the program, and serving in a public relations role. The
handbook also covers the role of the teacher as the manager of the
program, suggesting instructional materials and telling how to find
space for tutoring. The appendixes list reading lessons which tutors
are prepared to teach, and contain sample forms for evaluating
tutors; lesson plans, pupil background information, and the success
of the program. This handbook should be used in conjunction with the
"Tutor's Resource Handbook" (CS 002 046) and the "Tutor-Trainers'
Resource Handbook" (CS 002 047). (RB)

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Tutoring Resource Handbook For Teachers

TARGET FOR THE 70's

a guide
for teachers
who are
working with
volunteer
reading tutors

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Office of Education
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FOREWORD

The "Tutoring Resource Handbook for Teachers"—a need expressed by teachers who have participated in programs for training volunteer reading tutors—is a guide to aid teachers who may be interested in organizing and implementing these tutor-training programs at the local level.

·This publication is one in a series of three handbooks developed for the Right-To-Read tutor-training program. The others are the "Tutors' Resource Handbook" and the "Tutor-Trainers' Resource Handbook." All three, prepared under the supervision of the Right-To-Read staff of the U.S. Office of Education, focus on ways to plan and improve tutoring programs for children who need special help in learning to read during their first years in school.

The materials in this handbook are in a large part drawn from publications which were previously prepared by Leo C. Fay, J. Laffey, and Carl Smith of the Indiana University Reading Program faculty, under a grant from the Office of Education to the National Reading Center. The adaptations and additional materials for this publication were undertaken by John E. Helfrich and Mary Jean LeTendre of the Office's Right-To-Read staff.

Children are our Nation's most precious investment. Your efforts and interest, as a teacher, in helping children learn to read make you part of the National Right-To-Read Effort and a contributor to the achievement of the Right-To-Read program's goal.

> Ruth Love Holloway
> *Director*
> *Right-To-Read Effort*

CONTENTS

INTRODUCTION

This handbook is designed for teachers who are participating in the Right-To-Read volunteer tutor-training program, and for those who may wish to develop and conduct this type of program.

This information is intended to be a starting point for you, the teacher and trainer, to develop your tutoring program. A successful program must conform to the ideas and operations which your staff feels are important. In the end, the program must reflect those values.

Tutoring is not for every child. The teacher, as a professional, must determine which children can benefit from the one-to-one relationship with a tutor. The training and availability of tutors, coupled with materials designed specifically for primary children in grades 1 through 3, can provide a powerful resource for children who need this special help. This handbook puts it all together. Study it, try it, and then modify it to make the program work better for you, the tutors, and the students selected for tutoring.

These materials, though redesigned for use by the Right-to-Read State agencies and their inherent network of local education agencies (LEA's), can be used by any educational agency or unit with little or no modification. The two companion pieces—the "Tutor's Resource Handbook" and the "Tutor-Trainers' Resource Handbook"—should be used in the development of a tutor-training program.

The "Tutors' Resource Handbook" is the tool for tutors. It has been redesigned to present preassessment and postassessment items in sequence with sample lessons so that tutors can see the relationship between assessment and the sample lessons. The lessons suggest typical activities for primary children which permit the children to internalize specific objectives deemed appropriate by the teacher with whom the volunteer tutor works.

The "Tutor-Trainers' Resource Handbook" has been designed to:

(1) Give information necessary for developing local organization dedicated to support the volunteer tutoring concept.

(2) Provide a guide for the training of tutors by a trainer who has an appropriate background.

(3) Present information necessary for the orientation of school faculties preceding the actual implementation of the program.

(4) Supply helpful information which can be copied and given to teachers who will actually be participating in the program.

It is desirable that trainers and coordinators attend workshops designed to teach them how to implement the tutoring program at the local level.

TEACHER-TUTOR RELATIONSHIPS

This brief outline of the volunteer tutoring program has been prepared to give you a basis for starting to work with your tutors. The reading director of your local education agency (LEA) will help you get the program off the ground and sustain and modify it as it con-

tinues. Tutoring is *not* the answer to all of the ills that beset the child who cannot read well or lacks basic reading skills, but it can provide a supportive thrust which will be of value to many.

The following topics include some ideas and operations which you should consider.

Goals of the Volunteer Tutoring Program

1. To provide more individualized attention for students who are underachievers in reading.
2. To try to erase the child's self-image of failure.
3. To increase the child's oral language facility.
4. To build the child's interest in reading.
5. To provide reinforcement for learning that occurs in the classroom.
6. To help the child see that learning can be fun.
7. To try to overcome mild reading disabilities before they become too severe.

Training Volunteers

The volunteer tutors trained by you should have approximately 14 hours of seminar and simulation type activities, along with 4 to 6 hours of "practice tutoring" with children.

More specifically they should have:

1. Learned the fundamentals of what tutoring means: working with children and establishing good relationships.
2. Been briefed on using the interest inventory to discover child's interests.
3. Gained some experience at developing a lesson plan.
4. Worked with you, the professional, in finding out about child's weaknesses.
5. Acquired some knowledge of reading readiness and how it relates to beginning reading.
6. Been prepared to teach 60 reading skills that children should learn in the first 3 years of school. (See appendix A, p. 7.)
7. Become acquainted with language-experience approaches.
8. Been briefed on some questioning techniques.

9. Gained some knowledge of how reading skills can be applied to content areas.
10. Been trained in helping a child select a library book.
11. Been taught some of the ways to evaluate their success as tutors.[1]

With adequate guidance from the classroom teacher, the tutor can be expected to do a number of things. While the tutor has had some training in planning a daily lesson, that experience has been limited, and the tutor will need to rely on the classroom teacher for quite a bit of help initially.[2] Remember *YOU ARE IN CHARGE* of what happens to whom, where, and when!

Suggested Plans for Implementing a Program

There are various ways you can work with tutors, but you must develop a method which works best for you and your tutors. Following are three suggested, generalized plans that may offer some ideas which you can use or modify to meet your needs.

Plan 1

One tutor or more may be assigned to you. It is your responsibility to find out all you can about the tutor's capabilities and interests. You must agree upon a schedule, assign a specific child (or group) of children to the tutor, locate materials or help the tutor locate them, and find some space where the tutor and child can work.

This may seem like a great deal of work, but it does encourage a close working relationship and permits more flexibility. Some tutors will be available for longer periods of time and can work with more than one child during the course of the week. Others can come for shorter periods of time and would be better for one-to-one, ongoing, reinforcing-type activities. Sessions should probably run between 20 to 40 minutes and take place at least twice a week.

Space may be a problem and it may be difficult to find a space for more than one tutor at a time. It is also rather difficult to plan so that

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[1] See appendix B, p. 19.
[2] Loc. cit, p. 12.

the student does not miss the same subject all the time. Certain youngsters may work better in certain areas—away from distractions—whereas others will not be bothered by activity.

Plan 2

It may be best to have tutors work with a child in a central location within the building; e.g., the library or an empty classroom. In some schools (or States), it may be necessary to have a certified teacher in the area in which the tutoring is taking place.

This operation might have several tutors working with several different sets of children in the same location, and only at different locations on a scheduled basis. It is usually more convenient for the teacher, if she has a number of children being tutored, to have them gone in one time period and not more than two.

This plan offers the advantages of having materials stored at a central location. Tutors also observe other tutors at work and see new and different materials and methods being utilized. If there is a reading specialist at hand, they have someone to whom they can turn for help.

There are disadvantages to this plan; it will create problems for scheduling and the use of facilities.

Plan 3

Tutors will work with individuals and small groups in a central location after school hours. This plan, too, permits centralizing of materials and gives the tutors a chance to learn from each other. It may also permit more men to volunteer since the program is conducted after school hours.

Disadvantages may include finding a central location and the problems which may be encountered in using a building after school is closed; transportation of children must also be considered. In addition, children who have been in school all day may well be too tired to do well in this type of situation. On the other hand, children whose parents are working may welcome the opportunity to have a place to go and to relate to a friendly warm adult.

The Teachers' Public Relations Role

A. If a good working relationship is to be developed between the teacher and the tutor, the teacher should be aware that—

1. Tutors need to be encouraged.
2. Tutors should be treated with respect.
3. Tutors must feel wanted or needed.
4. Tutors need help and direction.
5. Tutors need to know what is expected of them.
6. Tutors need praise and encouragement.

B. What about students who are being tutored?

1. They should be informed about the program. Arrange a special signal for the child, so that he knows when it is time to meet the tutor. Be positive toward the child and the program. Do not make promises which cannot be kept—this may not cure the child's problems.
2. If other children inquire as to what's going on, be positive and honest about the program.
3. Help the student-learner to see the sessions as pleasurable and helpful—not as punishment. An alert teacher will read the discrepancies and take steps to avoid negative feelings toward the program.

C. The school-parent relationship.

The classroom teacher is primary in the home-school relationship, because most parents have not dealt with any school personnel other than a teacher.

The school may require that parental permission be granted for the child to be tutored.[3] The parents will talk to you about this program and its value to their child. The teacher, therefore, must feel positive about the program in order to have the parents feel similarly. You may also have to justify to them how the program will help their youngster.

Communication with parents in an honest, straightforward way can be a real asset to the program. Parental cooperation is a must, and you, as a teacher, will have responsibility for soliciting this cooperation.

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[3] Loc. cit., p. 13.

THE TEACHER AS MANAGER OF THE PROGRAM

A. Selecting the child who can profit from tutoring.

There are many children in every classroom who can profit from individualized tutoring. You and your fellow staff members will certainly want to develop your own criteria for selecting the children to be tutored. You may wish to start with the following:

1. A child who is one semester or more behind in general reading ability.[4]
2. A child who can strengthen a few specific skills in reading—skills which will help the child to progress in other subject areas.
3. A child who has a limited background of experiences and who has difficulty communicating.
4. A child who lacks several important skills which limits his entire reading growth.
5. A child who lacks several skills, but whose poor attitude and past failures interfere with his learning to progress.

Children who have *SEVERE* reading or emotional disabilities should be referred to a reading specialist or a clinical consultant, *NOT TO A VOLUNTEER READING TUTOR.*

Of course, there are children who can profit greatly by having a warm, positive relationship with an understanding adult. In this instance, volunteer tutors are strongly recommended.

B. Making the tutor-student assignments.

When the children who can profit from tutoring have been selected, the teacher must examine closely the qualifications of available tutors.[5] Background information on tutors and a personal interview will give insight into personalities and what strengths are apparent. This will help you make judgments concerning matchings.

If there are more children than available tutors, you may wish to rank the children in decreasing order of tutoring needs. Perhaps a teacher's meeting could be held to talk about specific children and to get a longitudinal picture of these children's reading problems.

A good example of a perfect tutor-student assignment is for a child who speaks Spanish to select a Spanish-speaking tutor. Another example: the boy who can profit from a strong male relationship should be tutored by a male volunteer.

You will want to consider the matching process very carefully to help insure the success of the tutoring experience.

C. Orienting tutors.

To facilitate the smooth functioning and startup of a tutoring program, tutors' orientation should be carefully planned. The building coordinator will be helpful in this procedure. You can use the orientation sessions to:

1. Get acquainted.
2. Inform teachers about the training of tutors and discuss it with them.
3. Emphasize that rapport is more important than the tutors' skills—at least initially.
4. Inform tutors how the program will operate.
5. Explain the school's calendar and policies.
6. Give tutors information about the students assigned to them. (You may want to design a form.)
7. Show tutors the materials that are available to them.
8. Work with the tutors in helping them to develop daily lesson plans which meet your requirements.

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[4] Loc. cit., p. 14.
[5] Loc. cit., p. 15.

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9. Discuss the records the tutors must submit to you and to explain any forms you want the tutors to complete.

D. Ongoing work with tutors.

You can get your tutors started by:

1. Helping them to ascertain a child's reading level. This information is important for future lessons.
2. Reviewing the tutor's notes for problem areas, after the tutor has administered the informal reading inventory.
3. Meeting with the tutors to review some of the things which were included in the training, after tutors have met children a number of times.
4. Helping tutors to evaluate their effectiveness. Ask them to use the self-evaluation checklist, which was part of training.

E. Evaluating tutor's performance.

Consider the following in relation to tutor evaluation:

1. Ability to establish rapport.
2. Ability to see child's weaknesses.
3. Ability to design lesson plans for specific purposes.
4. Ability to evaluate child's progress or deficiencies.

Instructional Materials

Teachers should assist tutors in—

1. Locating low-level, high-interest books.
2. Locating necessary supplies.
3. Locating and properly using skill-development materials.
4. Seeking ideas for (and directions for making) games and materials which help children to learn specific skills.
5. Finding necessary funds for purchasing materials, or in seeking donors.
6. Understanding the purposes of instructional materials.

Space for Tutoring

Be creative when considering space for tutoring. If it is to be the classroom, use an appropriate piece of furniture, such as a bookcase, as a room divider so that this space can be used for other purposes when tutors are not present. Hallways and closets, or when the weather permits, courtyards or other outside areas are also suitable for some tutoring activities.

Evaluate space with your tutors and try to maximize their efficiency by providing a cooperative, helpful, supportive attitude.

APPENDIXES

A.—Reading Lessons Which Tutors Are Prepared To Teach

1. Noting detail
2. Reads from left to right
3. Letter forms
4. Sight words
5. Rhyming words
6. Consonant sounds
7. Short vowels
8. Long vowels
9. Long vowel sound of *e*
10. Consonant and vowel discrimination
11. Consonant blends
12. Using context
13. Root words
14. Plural forms
15. Prefixes
16. Suffixes
17. Compound words
18. Inflectional endings
19. Contractions
20. Abbreviations
21. Multiple meanings of words
22. Synonyms
23. Antonyms
24. Oral reading
25. Main idea
26. Locating factual information
27. Distinguishing between fact and opinion
28. Recalling sequence
29. Predicting outcomes
30. Interpretation of facts
31. Recognizing feelings
32. Identifying figurative language
33. Enjoyment of stories orally presented
34. Selects books voluntarily
35. Sharing reading experience
36. Reading to solve problems
37. Using magazines and newspapers
38. Adjusting reading rate for different materials
39. Using a picture dictionary
40. Diacritical marks
41. Dictionary guide words
42. Using a glossary
43. Encyclopedia index
44. Related terms in using encyclopedia index
45. Finding specific information in a newspaper
46. Using a menu
47. Using telephone directory
48. Using library card catalog
49. Using the table of contents
50. Checking books from the library
51. Using a city map
52. Using globes
53. Using world map
54. Diagrams
55. Using a United States map
56. Using a bus schedule
57. Locating specific places on a neighborhood map
58. Summarizing
59. Classifying
60. Simple outlining

B.—Sample Forms

Tutor Evaluation
Daily Lesson Plan
Parent's Permission for Tutoring
Pupil Background Information
Tutor-Background Information Form
Daily Record Sheet
Daily Tutoring Record
Structured Observation
Tutor's Final Evaluation Report

Tutor Evaluation

Name of tutor_____

Name of teacher_____ Date_____

Please rate the performance of the tutor in the following areas as Excellent, Good, Needs Improvement, or Poor.

The tutor has been able to work with the teacher.

The tutor has been regular in attendance.

The tutor has been able to establish rapport with the student(s) assigned.

The tutor provided an appropriate model for the student in his speech and behavior.

The tutor was able to carry out instructions well.

The tutor was able to keep good daily records.

The tutor was able to work without much direction from the teacher.

The tutor at all times maintained a professional relationship with the student, with the teacher, and with the school's staff.

The tutor was able to bring about a change in the child's attitude and/or reading ability.

The tutor was able to apply his own initiative in making plans for the student.

The tutor was able to change or adapt the lesson plans to the needs of the student when adaptations seemed necessary.

The tutor seemed to enjoy working in the tutoring situation.

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Daily Lesson Plan

Student's name _____

Tutor's name _____ Date _____

Objective:

Materials:

Procedure:
    Introduction:

    Practice Activity:

Reinforcement:

Evaluation:

Parent's Permission for Tutoring
(Name of School)
Tutoring Program in Reading

Dear Parent,

_____, has suggested that your child might benefit
           teacher's name

from some extra attention in the area of reading. We hope that you will cooperate with, and take

an interest in, this new program sponsored by_____ School. If you have any questions please call

the teacher or _____ (phone no.).
       program supervisor

_____ has my permission to be part of_____
        child's name

School's tutoring program in reading. I understand that he or she will meet regularly during school

hours with a tutor who has been especially trained to help with reading.

_____
       parent's signature

_____
       date

Please return this form to the classroom teacher. Thank you.

Pupil Background Information

Child's name _____

Age _____ Grade _____ Date _____

Parents' name _____

Address _____ Phone no. _____

Occupation of father and/or mother _____
_____

Names and ages of other children in family _____
_____

What approximate grade level would you suggest for beginning tutoring materials with this child? (Keep in mind that the tutor can advance to higher level materials.)

List any *specific* reading skills this child lacks that have been noticed in the classroom.

Does the child have any physical problem which may interfere with his reading ability? Explain.

Does the child have any other problems that may interfere with his reading ability (emotional, environmental, language, etc.) ? Explain.

List any special interests this child has which may help the tutor establish rapport more quickly.

Do you have any other comments concerning this child that might be of use to the tutor?

Teacher's signature _____

Room no. _____

Tutor Background Information

Mr.
Name: Mrs._____

Miss

Address:_____

Phone number:_____ Date:_____

Highest level of education:_____

If you have children, list their names, ages, and grade levels:

_____

_____

_____

_____

If you have a preferred assignment, please list whether you prefer working with boys or girls and a preferred grade level:

_____

When (days and times) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether mornings or afternoons:

_____

_____

What are your special interests or hobbies?

_____

Do you speak another language in addition to English? If so, what?

_____

Do you have any special abilities that might be useful in the classroom? If so, what are they?

_____

Daily Record Sheet

Student_____

Tutor_____   Date_____

Review:

Readiness:

Specific purpose:

General purpose:

Materials:

Reading selection: Title_____

Author_____

Source_____

Procedures:

Evaluation:

Daily Tutoring Record

Child's name _____

Tutor's name _____ Date _____

Materials used:

Notes made during tutoring session:

Child's reactions:

Tutor's reactions and comments:

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Structured Observation

Tutor's name_____ Date_____

Time of observation_____ Room no._____

Name of child or children observed_____

What activities were occurring when you observed?

How did the student participate in these activities?

What kind of reading habits did this child exhibit?

What seemed to be the child's relationships with other children in the classroom?

What kinds of work habits did this child exhibit?

How did he make use of his free time?

What did you notice about this child's oral language ability?

Did the child volunteer any information during class discussion? If so, how did his information relate to the discussion?

Tutor's Final Evaluation Report

Student's name_____Grade_____

Tutor's name_____Date_____

How many sessions did you actually meet with the student?

How has the student responded to the tutoring sessions and to you as a personal friend?

Have you noticed a change of attitude on the part of the student toward the tutoring sessions or toward reading?

What skills have you been working on with this student?

What materials have you used with this student?

What are your impressions of the problems facing your student?

What do you see as the strengths of this student?

Have you had any special problems with this student?

What change, if any, have you noticed in the student's reading ability or in the student's ability to use specific skills?

What recommendations would you make concerning future work with this student?

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RIGHT-TO-READ HANDBOOKS *

FOR

VOLUNTEER TUTOR-TRAINING PROGRAMS

1 Tutors' Resource Handbook (DHEW Publication No
    (OE) 74-00101) GPO Stock No 1780-01333
    Price $2 15

2 Tutor–Trainers Resource Handbook (DHEW Publication
    No (OE) 74-00102) GPO Stock No 1780-01334
    Price $1 90

3 Tutoring Resource Handbook for Teachers (DHEW.
    Publication No (OE) 74-00103) GPO Stock
    No 1780-01332 Price 75 cents